DOCUMENT RESUME

ED 335 292	SO 030 425

TITLE	United States History Curriculum. Eighth Grade Social Studies Curriculum.
INSTITUTION	Seminole County Board of Public Instruction, Sanford, Fla.
PUB DATE	86
NOTE	187p.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	*Grade 8; Secondary Education; *Social Studies; State Standards; Student Educational Objectives; *United States History
IDENTIFIERS	*Florida

ABSTRACT

This curriculum guide for eighth-grade social studies in the Seminole County Florida school district features the curriculums of a number of social studies courses as well as minimum student performance standards and objectives. The contents are as follows: Florida Department of Education U.S. History curriculum frameworks (basic, average, advanced); free enterprise and consumer education minimum objectives (assessed at grade 8); student performance standards of excellence for Florida schools in social studies (assessed at grade 8); Comprehensive Test of Basic Skills (social studies objectives); basic United States History (curriculum); United States History (curriculum); and advanced United States History (curriculum). (DB)

****

* Reproductions supplied by EDRS are the best that can be made *

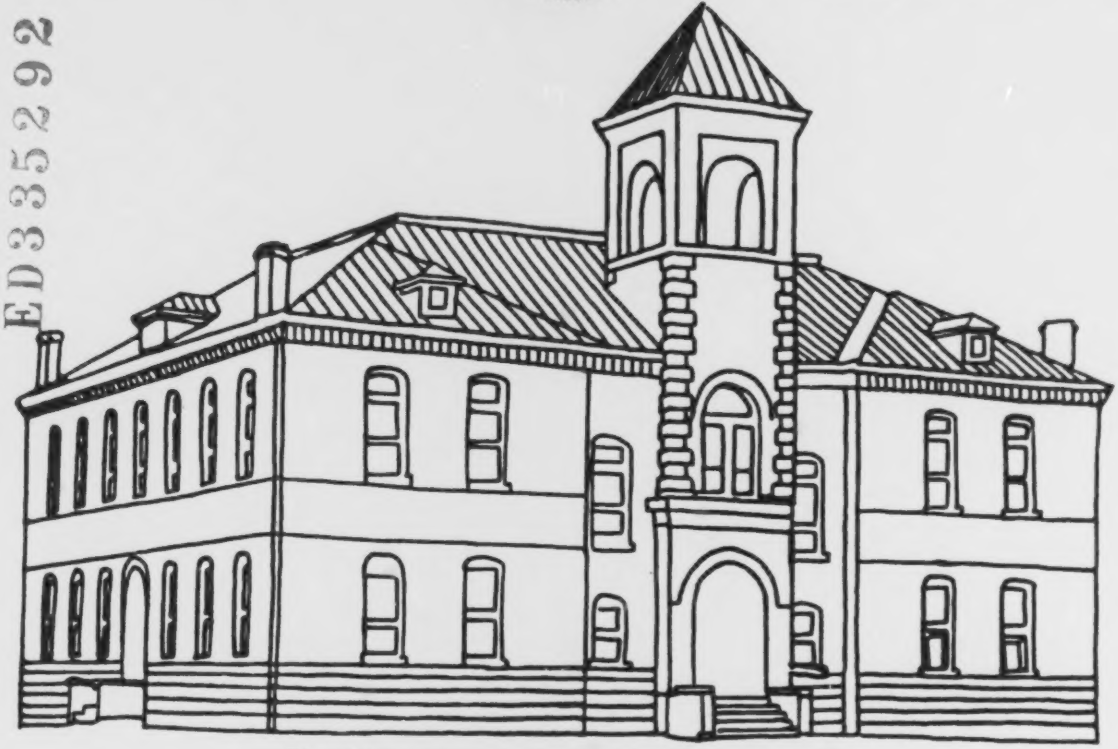
* from the original document. *

****

THE SCHOOL BOARD OF SEMINOLE COUNTY
STATE OF FLORIDA

C. Elliott

ED335292



The Margaret K. Reynolds Building

SO 030 425

Eighth Grade Social Studies Curriculum

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
JAMES J. ELLIOT
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

THE SCHOOL BOARD OF SEMINOLE COUNTY

ROBERT W. HUGHES
SUPERINTENDENT

NANCY WARREN
CHAIRMAN

JOSEPH WILLIAMS, JR.
VICE-CHAIRMAN

JEAN BRYANT
WILLIAM J. KROLL
PAT TELSON

MARION G. DAILEY
ASSISTANT SUPERINTENDENT FOR
INSTRUCTIONAL SERVICES

JACK HEISLER
DIRECTOR OF SECONDARY EDUCATION

JAMES J. ELLIOTT
CONSULTANT/COORDINATOR OF
SOCIAL STUDIES

UNITED STATES HISTORY WRITING TEAM:

RONALD L. MOUNTS
RICHARD C. JOHNSON
DONALD L. BATES
ROBERT D. BRIEL
LINDA SHAKAR

Introduction To Eighth Grade U.S. History

Curriculum 1986

Notes to the teacher using this guide:

1. The guide is as chronological as the three eighth grade texts would allow.
2. Some of the curriculum included here will not be found in the text but will require supplementing; e.g., Florida History.
3. Some units will include parts of chapters according to the layout of the text.
4. The State Department of Education Intended Outcomes are correlated to the County Course Outline.
5. The Free Enterprise/Consumer Education Standards of Excellence and Comprehensive Test of Basic Skills are referenced to those units where they most logically apply. Teachers may find these standards useful and applicable in other units as well.

Table of Contents

Florida Department of Education - Curriculum Frameworks(Basic,Average,Advanced)

Free Enterprise And Consumer Education Minimum Objectives-Assessed at Grade 8

Student Performance Standards of Excellence for Florida Schools in Social Studies-Assessed at Grade 8

Comprehensive Test of Basic Skills-Social Studies Objectives

Basic United States History

United States History

Advanced United States History

Eighth Grade

Curriculum Frameworks

CURRICULUM FRAMEWORKS - GRADE 8
FLORIDA DEPARTMENT OF EDUCATION

SUBJECT AREA: SOCIAL STUDIES

COURSE NUMBER: 2100000 COURSE TITLE: M/J BASIC UNITED STATES HISTORY

I. MAJOR CONCEPTS/CONTENT: The purpose of this course is to provide students the opportunity to acquire basic knowledge and understanding of the heritage of the U. S. and its relationship to the present.

The content should include, but not be limited to, the political, economic, technological, and social growth of the United States from the Exploration period through Reconstruction. An overview will also include those later major social, geographic, political, and economic issues which made a significant impact upon the contemporary United States.

II. INTENDED OUTCOMES: After successfully completing this course, the student will be able to

* 1. Recognize relationships between past and present.

* 2. Understand the importance of physical and cultural geography upon the development of the United States.

* 3. Identify important persons, events, and trends in United States history.

* o 4. Identify important persons, events, and trends in Florida History.

5. Recognize that there are multiple interpretations of any historical event.

6. Identify the contributions of various ethnic and cultural groups to the development of the pluralistic society of the United States.

7. Understand cause and effect relationships in historical development.

* o 8. Recognize the impact of values and ideals reflected in United States documents and symbols on society past and present.

9. Understand that scientific and technological changes have influenced the historical development of the United States.

* 10. Understand the basic concepts of the free enterprise system as practiced in the United States.

* o 11. Understand the rights, liberties, and obligations of citizenship.

* o 12. Recognize the political development of the United States.

* 13. Utilize the appropriate vocabulary, geographic, reference/study, critical thinking, and decision-making skills.

o Inclusion of these items allows this course to fulfill the middle school requirements for Florida History and Civics.

* Must be met for a semester course.

CURRICULUM FRAMEWORKS - GRADE 8
FLORIDA DEPARTMENT OF EDUCATION

SUBJECT AREA: SOCIAL STUDIES

COURSE NUMBER: 2100010 COURSE TITLE: M/J UNITED STATES HISTORY

I. MAJOR CONCEPTS/CONTENT: The purpose of this course is to provide students the opportunity to acquire knowledge and understanding of the heritage of the United States and its relationship to the present.

The content should include, but not be limited to, the political, economic technological and social growth of the United States from the Exploration period through Reconstruction. An overview will include those later major social, political, and economic issues which made a significant impact upon the contemporary United States.

II. INTENDED OUTCOMES: After successfully completing this course, the student will be able to

* 1. Understand the relationships between past and present.

* 2. Explain the impact of cultural and physical geography upon the development of the United States.

* 3. Explain the importance of individuals, events, and trends in United States history.

o *4. Explain the importance of individuals, events, and trends in Florida history.

5. Understand that there are multiple interpretations of any historical event.

6. Explain the significance of the contributions of various ethnic and cultural groups to the development of the pluralistic society of the United States.

7. Understand how cause and effect relationships precipitate change in the development of the United States.

o *8. Understand the impact of values and ideals reflected in United States historical documents and symbols on society past and present.

9. Explain how scientific and technological changes have influenced the historical development of the United States.

*10. Explain the basic concepts of the free enterprise system as practiced in the United States.

o *11. Understand the rights, liberties, and obligations of citizenship in various periods of United States history.

o *12. Understand the political development of the United States.

o 13. Utilize the appropriate vocabulary, geographical, reference/study, critical thinking, and decision-making skills.

o Inclusion of these items allows this course to fulfill the middle school requirements of Florida History and Civics.

* Must be met for a semester course.

CURRICULUM FRAMEWORKS - GRADE 8
FLORIDA DEPARTMENT OF EDUCATION

SUBJECT AREA: SOCIAL STUDIES

COURSE NUMBER: 2100020 COURSE TITLE: M/J ADVANCED UNITED STATES HISTORY

I. MAJOR CONCEPTS/CONTENT: The purpose of this course is to provide students the opportunity to acquire knowledge and understanding of the United States and its relationship to the present.

The content should include, but not be limited to, the political, economic, technological and social growth of the United States from the Exploration period through Reconstruction. An overview will include those major social, geographical, political and economic issues which made a significant impact upon the contemporary United States.

II. INTENDED OUTCOMES: After successfully completing this course, the student will be able to

* 1. Analyze the relationships between past and present.

* 2. Analyze the relationships between the physical and cultural aspects of geography on the development of the United States.

* 3. Assess the impact that major individuals, events, and trends have had on United States History.

* o 4. Assess the impact that major individuals, events, and periods have had on Florida history.

5. Understand that there are multiple interpretations of any historical event.

6. Analyze the significance of the contributions of various ethnic and cultural groups to the development of the pluralistic society of the United States.

7. Analyze how cause and effect relationships precipitate change in the development of the United States.

* o 8. Analyze the impact of values and ideals reflected in United States historical documents and symbols on society past and present.

9. Evaluate how scientific and technological changes have influenced the historical development of the United States.

* 10. Analyze basic concepts of the free enterprise system as practiced in the United States.

* o 11. Compare the rights, liberties, and obligations of citizenship in various periods of United States History.

* o 12. Analyze the political development of the United States.

* 13. Utilize the appropriate vocabulary, geographical, reference/study, critical thinking, and decision-making skills.

o Inclusion of these items allows this course to fulfill the middle school requirements for Florida History and Civics.

* Must be met for a semester course.

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES

ASSESSED AT GRADE 8

FREE ENTERPRISE AND CONSUMER EDUCATION

GRADE EIGHT

TOPIC	OBJECTIVES - The student will:	
#A - FREE ENTERPRISE, BUSINESS ORGANIZATIONS, AND PRIVATE PROPERTY	2.	Identify private property as the basic foundation of a free enterprise system.
	6.	Describe some ways in which competition benefits the consumer.
#C - LABOR ORGANIZATIONS	10.	Define labor force as people employed or seeking employment.
#D - SCARCITY AND PRODUCTION	14.	Identify why scarcity requires choices.
	17.	Define production as the creation of goods or services.
	19.	Identify how substitutions can be used when a resource becomes more scarce.
	20.	Distinguish between a consumer good and a capital good.
	21.	Identify the factors of production as natural resources, labor, capital, and management.
	21.	Identify the factors of production as natural resources, labor, capital, and management.
#E - CAPITAL INVESTMENT, PROFIT MOTIVE, AND ECONOMIC GROWTH	24.	Define capital goods as tools, equipment, machinery and buildings that are used in the production of other goods and services.
	25.	Define profit as the reward for taking risk in business.
#F - SPECIALIZATION, TECHNOLOGY, EXHANGE AND INTERDEPENDENCE	30.	Define specialization as individuals or groups concentrating on one job rather than attempting to do many jobs.
	31.	Define exchange as obtaining goods and services from others in return for money, credit or other goods and services.
	32.	Define technology as the use of tools and/or knowledge to produce goods and services.

FREE ENTERPRISE AND CONSUMER EDUCATION

GRADE EIGHT

TOPIC	OBJECTIVES - The student will:	
#G - SUPPLY AND DEMAND	34.	Define demand as the amount of goods and services that buyers are willing to buy.
	35.	Define marketplace as a setting where goods and services are bought, sold, or traded.
	36.	Define supply as the amount of goods or services that sellers are willing to sell.
	37.	Name some factors which may influence the supply of a good or service.
	38.	Name some factors which may influence the demand for a good or service.
#H - PRICE, MARKET EQUILIBRIUM, AND INFLATION	43.	Define price as the money value set for a good or service.
	45.	Define advertising as a means to inform people about a firm's products or services, or to persuade people to purchase a firm's goods or services rather than those produced by a competitor.
	46.	Recognize misleading and non-misleading advertising.
#K - SCARCITY AND CONSUMER DECISION-MAKING	50.	Define consumption as the use of goods and services.
	53.	Define impulse buying.
	54.	Define planned buying.
#L - PERSONAL AND FAMILY INCOME AND BUDGETS	56.	Define budget as a plan for the use of money, time and other resources.
#N - FINANCIAL INSTITUTIONS, CONSUMER CREDIT, AND INTEREST RATES	64.	Compare saving with a financial institution to saving at home.
	65.	Define interest as money paid for the use of money.
	66.	List some advantages of using credit.
	67.	List some disadvantages of using credit.

FREE ENTERPRISE AND CONSUMER EDUCATION

GRADE EIGHT

TOPIC		OBJECTIVES - The student will:
#Q - CONSUMERS EDUCATION, RIGHTS, AND RESPONSIBILITIES	74.	Identify some benefits of consumer education to the consumer.
#S - INSURANCE	79.	Define insurance as the purchase of protection against loss.
#T - GOVERNMENT FUNCTIONS (TAXATION, SPENDING, AND REGULATION)	83.	Define government regulations as rules of conduct for consumers and producers.
	84.	Identify kinds of taxes individuals may be required to pay.

STUDENT PERFORMANCE STANDARDS OF EXCELLENCE FOR FLORIDA SCHOOLS IN SOCIAL STUDIES

ASSESSED AT GRADE 8

SOCIAL STUDIES

Grade Level 8

STANDARDS	SKILLS - The student will:	
A. The student will use information acquisition and processing techniques as associated with History and the various Social Sciences.	1013.	Choose a topic for research, using an appropriate thesis statement.
	1014.	Properly document sources by using footnotes and compiling a bibliography.
	1015.	Synthesize information and ideas from conflicting sources.
	1016.	Identify bias and how it affects explanation of data.
	1017.	Select and defend a position or course of action consistent with established criteria.
	1018.	Develop a set of criteria for judging proposed courses of action in terms of actual and projected consequences.
B. The student will demonstrate that the past may be interpreted as a series of interrelated events.	1027	Explain the short and long range-effects of specific changes as they relate to major state, national and world events.
	1028	Explain causes and consequences of specific historical events.
	1029	Demonstrate the concept of arbitrary periodization of history into appropriate time frames as it related to western and non-western societies.
	1030	Explain the significance of specific changes from the perspectives of various ethnic groups, social classes and cultures.
	1031.	Explain the historical setting of current state, national and international problems.
C. The student will use maps, globes and other models to interpret spatial relationships.	1046.	Use an appropriate atlas to compare two or more maps of the same area in order to combine data and make inferences.
	1047.	Describe the relationship of the sun to the Tropic of Cancer, the Tropic of Capricorn, the Arctic Circle and the Antarctic Circle.

SOCIAL STUDIES
Grade Level 8

STANDARDS	SKILLS - The student will:
C. (cont.) The student will use maps, globes, and other models to interpret spatial relationships.	1048. Explain the relationship of time zones to longitude as well as to the rotation of the earth.
	1049. Compute time zone problems for national and international travel.
	1050. Explain how elevation, ocean currents and location affect climate.
	1051. Using a physical map, infer adaptation necessitated by the environment of a region.
	1052 Explain the differences in map projections and recognize physical distortions involved in any representation of the earth other than the globe.
D. The student will describe the interdependence of people and institutions in economic systems.	1064. Describe a potential business and explain how natural resources, labor, capital goods and entrepreneruial skills would be involved in its operation.
	1065. Propose alternatives, based on economic principles, for resolving some current issues.
	1066. Explain how economic conditions might affect the role of government in labor-management relations.
	1067. Contrast production decisions under other economic systems with the United States' mixed market economy.
	1068 Identify how changes in the level of capital investment affect productivity and employment.
	1069. Explain the difference between elastic and inelastic demand and state an example of each.
	1070. Define and cite examples of substistute goods and complementary goods.
	1071. Describe the mechanism in a market economy that generates equilibrium prices.

SOCIAL STUDIES

Grade Level 8

STANDARDS	SKILLS - The student will:
D. (cont.) The student will describe the interdependence of people and institutions in economic systems.	1072. Identify the risks associated in alternative types of consumer personal investment.
	1073. Describe the relationship between saving, business investment and employment.
	1074. Explain how credit affects a family's financial growth and security.
	1075. Use examples to compare and contrast common forms of credit.
	1076. List reasons why government might be considered a fifth factor of production.
	1077. Identify reasons why a market economy is likely to offer a greater variety of goods and services than a command economy.
E. The student will explain the interdependence of cultures, regions, nations, peoples and the biosphere.	1091. Identify major historical events and trends that have shaped the global development of human culture.
	1092. Identify the technologies, institutions, languages and beliefs which link the different peoples of the world.
	1093. Identify the interdependent networks (political, economic, social, militar ecological and technological) which link the United States and other nations.
	1094. Trace the possible bases for opinions, attitudes and beliefs about social issues which differ from one's own.
	1095. Compare and contrast opinions, attitudes and beliefs about social issues held by one's own community or nation and other peoples of the world.
F. The student will explain the relationship between beliefs and values, and how these concepts affect human behavior and conflicts.	1110. Identify advantages and disadvantages of competition and cooperation in state, nation and the world.

SOCIAL STUDIES

Grade Level 8

STANDARDS	SKILLS - The student will:	
F. (cont.) The student will explain the relationship between beliefs and values, and how these concepts affect human behavior and conflicts.	1111.	Given a dilemma situation, identify possible consequences and propose reasons for each.
	1112.	Predict behavior from knowledge of beliefs and values.
	1113.	Predict how conflicts in values or beliefs may affect relationships among individuals and groups.
	1114.	Describe means of transmitting beliefs and values among family members, peer groups, and different cultures using accommodation, acculturation, assimilation, direct transmission and socialization
G. The student will acquire skills to participate effectively in a democratic society and apply problem-solving skills to the democratic political process.	1130.	Explain how the political party system, including third parties, functions in the United States and in Florida.
	1131.	Evaluate the function of both lobby and interest groups.
	1132.	Distinguish between civil liberties and human rights and give examples of each.
	1133.	Define the concept of due process and give examples of its use in the United States.
	1134.	Give examples, both positive and negative, of due process.
	1135.	Compare and contrast the concept of toleration of religion with the concept of freedom of religion.
	1136.	Distinguish between and give examples of inequality and inequity.
	1137.	Propose a concept of justice by giving labeled examples of justice done and justice denied.
	1138.	Analyze historical documents to infer at least two definitions of patriotism (e.g.,loyalty to country, loyalty to country's ideals).

SOCIAL STUDIES

Grade Level 8

STANDARDS	SKILLS - The student will:
G. (cont.) The student will acquire skills to participate effectively in a democratic society and apply problem-solving skills to the democratic political process.	1139. Analyze the role of the bureaucracy in relationship to the Presidency, the Congress and the Courts.
	1140. Contrast the role of a political party in the United States with the role of political parties in other areas of the world.
	1141. Infer, using the Florida Constitution, the powers granted to states by the Federal Constitution.
H. The student will explain the interaction among science, technology and society.	1162. Identify and discuss the effectiveness of local, state or federal laws designed to protect people and the environment.
	1163. Cite examples of social, political or economic decisions which have resulted in primary and secondary environmental problems.
	1164. Forecast the effects of a social, political and economic change on the environment.
	1165. Select an environmental problem, investigate alternate solutions to that problem, select one alternative and defend that selection by the environment and society.
	1166. Describe the social reactions which have occurred as a result of industry's impact on the environment.
	1167. Demonstrate an understanding of the complexity of the energy issue.
	1168. List and describe positive and negative consequences of various energy technologies.
	1169. Give examples of the positive and negative influences which technology has had on societal concerns and decisions.
	1170. Recognize that controversy exists concerning attempts to limit research conducted by scientists.

STANDARDS

H. (cont.) The student will explain the interaction among science, technology and society.

SKILLS - The student will:

1171. Recognize ways in which specific rapid changes in technology impact upon society.

1172. Evaluate the effects of social and economic actions on science and technology.

1173. Evaluate ways in which natural resources have been allocated, utilized and conserved in the community, regions, the nation and in other societies.

1174. Analyze the significance of specialization to science and technology.

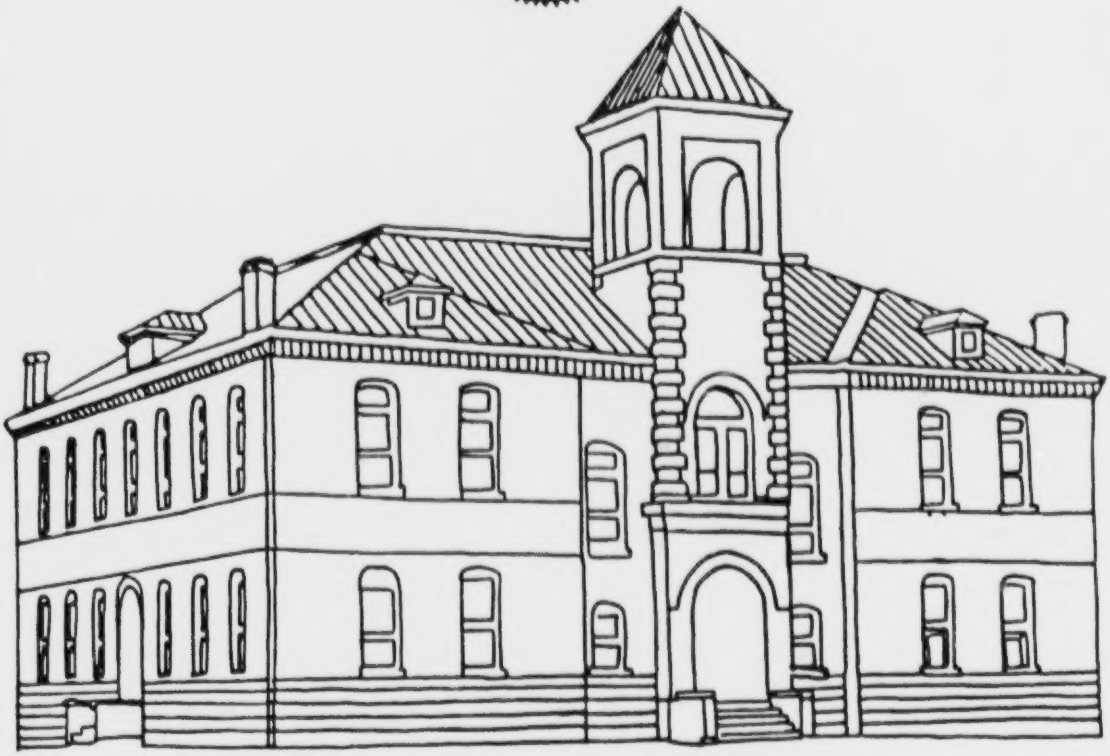
1175. Analyze the impact of technology on science and society.

1176. Relate geo-physical changes to social and technological problems.

Comprehensive Test of Basic Skills —

Social Studies Objectives

THE SCHOOL BOARD OF SEMINOLE COUNTY



The Margaret K. Reynolds Building

BASIC UNITED STATES HISTORY

BEST COPY AVAILABLE

22

GRADE 8

COURSE TITLE

COURSE CODE NUMBER	2100000
COURSE TITLE	United States History
INSTRUCTIONAL LEVEL	Basic
GRADE LEVEL	8
CREDIT	1
LENGTH OF COURSE	Year
TEXTBOOK	Branson,Margaret, America's Heritage(Lexington,Mass.:Ginn and Company,1986).

COURSE OUTLINE

BUS 2

BASIC UNITED STATES HISTORY

- 1.0 Skills
  - 1.1 Gathering Information
    - 1.1.1. Tables
    - 1.1.2. Graphs
    - 1.1.3. Charts
    - 1.1.4. Timelines
    - 1.1.5. Maps
    - 1.1.6. Illustrations
    - 1.1.7. Textbook Survey
  - 1.2 Study Skills
    - 1.2.1. Historical References
    - 1.2.2. Taking Notes
    - 1.2.3. Outlining
    - 1.2.4. Summarizing
  - 1.3 Inquiry Skills
    - 1.3.1. Primary/Secondary Sources
    - 1.3.2. Fact/Opinion
    - 1.3.3. Classifying Information
    - 1.3.4.. Generalizing
    - 1.3.5. Inference
    - 1.3.6. Cause and Effect
- 2.0 First Americans
  - 2.1 Migration
  - 2.2 Cultural Areas
- 3.0 Discovery and Exploration
  - 3.1 Vikings
  - 3.2 Background in Europe
    - 3.2.1. Crusades - Marco Polo
    - 3.2.2. European Trade Rivalries
    - 3.3.3. Renaissance
  - 3.3 Portuguese
  - 3.4 Spanish
    - 3.4.1. Columbus, Vespucci, and Magellan
    - 3.4.2. Conquistadors
  - 3.5 French
    - 3.5.1. Cartier
    - 3.5.2. Champlain
  - 3.5 French
    - 3.5.3. Marquette/Joliet
    - 3.5.4. LaSalle
  - 3.6 English
    - 3.6.1. Cabot
    - 3.6.2. Drake
    - 3.6.3. The Armada
  - 3.7 Early Settlement in Florida
- 4.0 English Colonization
  - 4.1 Motivation
  - 4.2 Earliest Colonies
    - 4.2.1. Roanoke
    - 4.2.2. Jamestown
    - 4.2.3. Plymouth
  - 4.3 Colonies
    - 4.3.1. Southern
    - 4.3.2. New England
    - 4.3.3. Middle
  - 4.4 Colonial Life
    - 4.4.1. New England
    - 4.4.2. Middle
    - 4.4.3. Southern
    - 4.4.4. Daily Life
    - 4.4.5. Mercantile Theory
    - 4.4.6. Triangular
    - 4.4.7. Our Democratic Heritage
- 5.0 The Revolution
  - 5.1 The French and Indian War
    - 5.1.1. Causes
    - 5.1.2. Treaty of Paris (1763)
    - 5.1.3. Florida under the English
  - 5.2 British Control - Colonial Resistance
    - 5.2.1. Proclamation of 1763
    - 5.2.2. Quartering Act
    - 5.2.3. Stamp Act
    - 5.2.4. Writs of Assistance
    - 5.2.5. Boston Massacre

BASIC UNITED STATES HISTORY

- 5.2 British Control - Colonial Resistance
  - 5.2.6. Boston Tea Party
  - 5.2.7. Intolerable Acts

- 5.3 Revolution
  - 5.3.1. Advantages of British/Americans
  - 5.3.2. Lexington and Concord
  - 5.3.3. Bunker Hill
  - 5.3.4. Declaration of Independence
  - 5.3.5. Trenton and Princeton
  - 5.3.6. Valley Forge
  - 5.3.7. Saratoga
  - 5.3.8. Yorktown
  - 5.3.9. Treaty of Paris (1783)

- 5.4 Blacks in the Revolution

6.0 A Plan of Government
- 6.1 Articles of Confederation
  - 6.1.1. Weaknesses
  - 6.1.2. Land Ordinances
  - 6.1.3. Shays' Rebellion

- 6.2 Constitutional Convention
  - 6.2.1. The Meeting
  - 6.2.2. Compromises

- 6.3 The Constitution
  - 6.3.1. Concepts
  - 6.3.2. Three Branches
  - 6.3.3. Checks and Balances

- 6.4 Ratification and Bill of Rights
  - 6.4.1. Process
  - 6.4.2. Bill of Rights

7.0 Early National Period
- 7.1 Washington's Administration
  - 7.1.1. Cabinet
  - 7.1.2. Congress
  - 7.1.3. Federal Courts
  - 7.1.4. Hamilton's Financial Plan

- 7.1 Washington's Administration
  - 7.1.5. Whiskey Rebellion
  - 7.1.6. Frontier Problems
  - 7.1.7. Political Parties

- 7.2 Adams' Administration
  - 7.2.1. XYZ Affair
  - 7.2.2. Alien and Sedition Acts

- 7.3 Jefferson's Administration
  - 7.3.1. Political Change
  - 7.3.2. Embargo Act
  - 7.3.3. Barbary Pirates
  - 7.3.4. Louisiana Purchase

- 7.4 Madison's Administration
  - 7.4.1. Reasons for War of 1812
  - 7.4.2. Areas of Action
  - 7.4.3. "The Star-Spangled Banner"
  - 7.4.4. Hartford Convention

- 7.5 Monroe's Administration
  - 7.5.1. Era of Good Feeling
  - 7.5.2. Monroe Doctrine
  - 7.5.3. Acquisition of Florida

- 7.6 New Transportation Systems
- 7.7 United States begins to industrialize

8.0 Jacksonian Democracy
- 8.1 Sectionalism Begins
- 8.2 Expansion of Democracy
  - 8.2.1. Suffrage Widens
  - 8.2.2. Nominating Conventions Begin
  - 8.2.3. Voting Changes

- 8.3 Jackson's Administration
  - 8.3.1. Tariff Issue
  - 8.3.2. Bank Issue

- 8.4 Reform Movement
  - 8.4.1. Abolitionist Movement

BASIC UNITED STATES HISTORY

- 8.4 Reform Movement
  - 8.4.2. Women's Rights Movement
  - 8.4.3. Temperance Movement
  - 8.4.4. Ideal Community
  - 8.4.5. Handicapped

- 9.0 Westward Expansion
  - 9.1 Moving Frontier
  - 9.2 Manifest Destiny
  - 9.3 Texas Independence
    - 9.3.1. Moses and Stephen Austin
    - 9.3.2. Alamo and San Jacinto
    - 9.3.3. Republic and Statehood
  - 9.4 Oregon
    - 9.4.1. Whitmans
    - 9.4.2. Treaty with Great Britain
  - 9.5 Mexican Cession
    - 9.5.1. Reasons for the War with Mexico
    - 9.5.2. Outcome of Mexican War
  - 9.6 California
    - 9.6.1. Discovery of Gold
    - 9.6.2. Changes in California

- 10.0 Causes of the Civil War
  - 10.1 Sectional Differences
  - 10.2 Conflicts and Compromises
    - 10.2.1. Slavery
    - 10.2.2. Missouri Compromise
    - 10.2.3. Compromise of 1850
    - 10.2.4. Formation of the Republican Party
    - 10.2.5. Kansas-Nebraska Act
    - 10.2.6. Uncle Tom's Cabin
    - 10.2.7. Dred Scott
    - 10.2.8. Harper's Ferry
    - 10.2.9. Election of 1860

- 11.0 The Civil War
  - 11.1 Secession and Formation of the C.S.A.
  - 11.2 Comparison of Resources and Strategies
  - 11.3 Battles
    - 11.3.1. Fort Sumter
    - 11.3.2. Bull Run
    - 11.3.3. "Monitor" and "Virginia" ("Merrimac")
    - 11.3.4. Antietam/Emancipation Proclamation
    - 11.3.5. Gettysburg
    - 11.3.6. Grant in the West
    - 11.3.7. March to the Sea
  - 11.4 Florida in the War
  - 11.5 Appomattox
  - 11.6 Lincoln's Assassination

- 12.0 Reconstruction
  - 12.1 Lincoln's Plan
  - 12.2. Johnson's Plan
  - 12.3 Radical Republicans
    - 12.3.1. Freedmen's Plight
    - 12.3.2. Impeachment
    - 12.3.3. Civil War Amendment
  - 12.4 Life under Reconstruction
  - 12.5 End of Reconstruction

- 13.0 Industrialization
  - 13.1 Growth of industry up to 1860
  - 13.2 Industrial growth from 1860
    - 13.2.1. Railroads
    - 13.2.2. Industrialists and Inventors
  - 13.3 Results of Industrialization
  - 13.4 Florida's Industrial Leaders

BASIC UNITED STATES HISTORY

- 14.0 Disappearing Frontier
  - 14.1 Cattle Kingdom
  - 14.2 Pioneer Farmer
  - 14.3 Indian Problems
  - 14.4 Frontier Disappears
- 15.0 Urban America
  - 15.1 Cities
  - 15.2 Immigration
  - 15.3 Problems/Adjustments of Urbanization
- 16.0 Populists and Progressives
  - 16.1 Labor Discontent
    - 16.1.1. Knights of Labor/American Federation of Labor
    - 16.1.2. Working Conditions
  - 16.2 Farm Discontent and the National Grange
  - 16.3 Populist Movement
    - 16.3,1. Demands for Reform
    - 16.3.2. Influences
  - 16.4 Progressives
    - 16.4.1. Roosevelt, Taft, and Wilson
    - 16.4.2. W.E.B. DuBois and the N.A.A.C.P.
- 17.0 Rise to World Power
  - 17.1 Spanish American War
    - 17.1.1. "USS Maine"
    - 17.1.2. Manila Bay
    - 17.1.3. San Juan Hill
    - 17.1.4. Treaty of Paris (1898)
    - 17.1.5. United States Gains Commonwealth
    - 17.1.6. Florida's Role in the War
  - 17.2 Panama Canal
  - 17.3 United States and Latin America
  - 17.4 World War I
    - 17.4.1. Causes
    - 17.4.2. United States Involvement in Europe
    - 17.4.3. Treaty of Versailles
- 18.0 Between the World Wars
  - 18.1 The Twenties
    - 18.1.1. Harding and Coolidge
    - 18.1.2. New Technology
    - 18.1.3. Prohibition
    - 18.1.4. Social Changes in the 20's
  - 18.2 The Depression Era
    - 18.2.1. Causes
    - 18.2.2. Hoover's Attempts
    - 18.2.3. Roosevelt's New Deal
- 19.0 World War II
  - 19.1 Rise of European Dictators
  - 19.2 United States attempts to remain neutral
  - 19.3 Pearl Harbor
  - 19.4 War in Europe and the Pacific
  - 19.5 Holocaust
  - 19.6 Relocation Camps in the United States
  - 19.7 Truman and the Atomic Bomb
- 20.0 Post World War II Period
  - 20.1 The United Nations
  - 20.2 The Cold War
    - 20.2.1. Europe
    - 20.2.2. Asia
    - 20.2.3. Other Hot Spots
    - 20.2.4. Florida's Role in the Cuban Missile Crisis
  - 20.3 Civil Rights Movement
  - 20.4 Nixon to the Present

COURSE TITLE: BASIC UNITED STATES HISTORY

UNIT 1.0: SKILLS

COUNTY COURSE OUTLINE:

1.1. Gathering Information

- 1.1.1. Tables
- 1.1.2. Graphs
- 1.1.3. Charts
- 1.1.4. Timelines
- 1.1.5. Maps
- 1.1.6. Illustrations
- 1.1.7. Textbook Survey

1.2. Study Skills

- 1.2.1. Historical References
- 1.2.2. Taking Notes
- 1.2.3. Outlining
- 1.2.4. Summarizing

1.3. Inquiry Skills

- 1.3.1. Primary/Secondary Sources
- 1.3.2. Fact/Opinion
- 1.3.3. Classifying Information
- 1.3.4. Generalizing
- 1.3.5. Inference
- 1.3.6. Cause and Effect

COUNTY PERFORMANCE OBJECTIVES:

1.1. Students will demonstrate the ability to gather information by:

1. identifying specific facts from tables;
2. identifying specific facts from graphs;
3. identifying specific facts from charts;
4. labeling information on a timeline;
5. selecting specific facts from historical maps by using a legend;
6. identifying specific facts from illustrations; and
7. understanding and using various parts of the text.

1.2. Students will demonstrate knowledge of study skills by:

1. locating two appropriate sources of information on a subject;
2. taking notes from sources;
3. outlining the material; and
4. summarizing historical information.

1.3. To demonstrate knowledge of the tools of inquiry, students will:

1. determine if a reading is a primary or secondary source;
2. identify statements as fact or opinion;
3. classify information according to a given criteria;
4. make a generalized statement based on data;
5. draw inferences from factual data; and
6. identify events which are examples of a cause and effect relationship.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES:

Utilize the appropriate vocabulary, geographic, reference/study, critical thinking, and decision making skills. (IO 13)

Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26)

Obtain appropriate information from indexes, tables of contents, or dictionary entries (Minimum Student Performance Standard: Reading F-27)

Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Reading F-29)

Arrange events in sequential order (Minimum Student Performance Standard: Writing B-16)

Apply the five steps of the decision making process:

1. Define the problem
2. List alternatives
3. State criteria
4. Evaluate alternatives
5. Make a decision

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES:

None

COMPREHENSIVE TEST OF BASIC SKILLS:

85. The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes.

TEXTBOOK REFERENCES:

America's Heritage, Teacher's Resource Book, pages 7 - 10

COURSE TITLE: BASIC UNITED STATES HISTORY

UNIT 2.0: FIRST AMERICANS

COUNTY COURSE OUTLINE:

2.1. Migration

2.2. Cultural Areas

COUNTY PERFORMANCE OBJECTIVES:

2.1. The student will illustrate the routes of the first Americans.

2.2. The student will compare the cultures of the first Americans.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES:

Recognize relationships between past and present. (IO 1)

Identify important persons and events in United States history. (IO 3)

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

COMPREHENSIVE TEST OF BASIC SKILLS:

87. The student will demonstrate an understanding of historical persons, events, or eras.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

TEXTBOOK REFERENCES:

America's Heritage, Pages 3 - 10

America's Heritage, Teacher's Resource Book, pages 11-12

COURSE TITLE: BASIC UNITED STATES HISTORY

UNIT 3.0: DISCOVERY AND EXPLORATION

COUNTY COURSE OUTLINE:

3.1. Vikings

3.2. Background in Europe

    3.2.1. Crusades - Marco Polo
    3.2.2. European Trade Rivalries
    3.3.3. Renaissance

3.3. Portuguese

3.4. Spanish

    3.4.1. Columbus, Vespucci, and Magellan
    3.4.2. Conquistadors

3.5. French

    3.5.1. Cartier
    3.5.2. Champlain
    3.5.3. Marquette/Joliet
    3.5.4. LaSalle

3.6. English

    3.6.1. Cabot
    3.6.2. Drake
    3.6.3. The Armada

3.7. Early Settlement in Florida

COUNTY PERFORMANCE OBJECTIVES:

3.1. The student will identify the time period, routes and reasons for Viking settlement in North America.

3.2. The student will demonstrate comprehension of the economic influences on exploration by:

1. identifying the importance of the Crusades and Marco Polo's journey which increased European demand for trade with the East;
2. summarizing the European trade rivalries and Arab (Turkish) interference; and
3. explaining the Renaissance and its role in European exploration.

3.3. The student will identify Portuguese explorers and their contributions.

3.4. The student will demonstrate knowledge of Spanish activity in the discovery and exploration period by:

1. identifying the role of Columbus, Vespucci and Magellan; and
2. listing Spanish Conquistadors and their areas of exploration.

3.5. The student will demonstrate knowledge of French activity in the New World by:

1. explaining the role of Cartier;
2. describing the accomplishment of Champlain;
3. describing the travels of Marquette and Joliet; and
4. discussing the accomplishments of LaSalle.

3.6. The student will demonstrate knowledge of early English Adventurism in the New World by:

1. identifying the importance of Cabot's voyages as giving England a claim to North America;
2. identifying Drake's contribution to the Age of Exploration; and
3. identifying the importance of the defeat of the Armada in leading to English colonization efforts.

3.7. The student will demonstrate knowledge of early Florida History by discussing its exploration and settlement.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES:

Understand the importance of physical and cultural geography upon the development of the United States. (IO 2)

Identify important persons and events in Florida history. (IO 4)

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

COMPREHENSIVE TEST OF BASIC SKILLS:

86. The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science and sociology.

TEXTBOOK_REFERENCES:

America's_Heritage, pages 10 - 33

America's_Heritage, Teacher's Resource Book, pages 12 -15, 145 - 148 (Activity Sheets)

COURSE TITLE: BASIC UNITED STATES HISTORY

UNIT 4.0: ENGLISH COLONIZATION

COUNTY COURSE OUTLINE:

4.1. Motivation

4.2. Earliest Colonies

- 4.2.1. Roanoke
- 4.2.2. Jamestown
- 4.2.3. Plymouth

4.3. Colonies

- 4.3.1. Southern
- 4.3.2. New England
- 4.3.3. Middle

4.4. Colonial Life

- 4.4.1. New England
- 4.4.2. Middle
- 4.4.3. Southern
- 4.4.4. Daily life
- 4.4.5. Mercantile Theory
- 4.4.6. Triangular Trade
- 4.4.7. Our Democratic Heritage

COUNTY PERFORMANCE OBJECTIVES:

4.1. The student will compare Spanish and French motives to English motives for colonization.

4.2. The student will list important facts about the earliest English settlements:

1. Roanoke;
2. Jamestown; and
3. Plymouth.

4.3. The student will compare geographic and economic features of the English colonies:

1. Southern;
2. New England; and
3. Middle.

4.4. The student will identify characteristics of English Colonial life by:

1. describing the Puritan life of New England;
2. describing the farms and religions of the Middle Colonies;
3. describing the plantation system of the Southern Colonies;
4. comparing the daily lives of colonists from the three regions;
5. defining mercantilism and giving examples of colonial responsibilities under the theory;
6. drawing a triangular trade diagram indicating products and directions;
7. describing activities which led to the growth of democratic ideals in the colonies.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES:

Recognize that there are multiple interpretations of any historical event. (IO 5)

Understand cause and effect relationships in historical development. (IO 7)

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

Define advertising as a means to inform people about a firm's products or services, or to persuade people to purchase a firm's goods or services rather than those produced by a competitor. (H45)

Recognize misleading and non-misleading advertising. (H46)

Define government regulations as rules of conduct for consumers and producers. (T 83)

COMPREHENSIVE TEST OF BASIC SKILLS:

85. The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes.

86. The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.

TEXTBOOK REFERENCES:

America's Heritage, pages 37 - 83

America's Heritage, Teacher's Resource Book, pages 17 - 26; 149 - 154 (Activities)

COURSE TITLE: BASIC UNITED STATES HISTORY

UNIT 5.0: THE REVOLUTION

COUNTY COURSE OUTLINE:

5.1. The French and Indian War

- 5.1.1. Causes
- 5.1.2. Treaty of Paris (1763)
- 5.1.3. Florida under the English

5.2. British Control - Colonial Resistance

- 5.2.1. Proclamation of 1763
- 5.2.2. Quartering Act
- 5.2.3. Stamp Act
- 5.2.4. Writs of Assistance
- 5.2.5. Boston Massacre
- 5.2.6. Boston Tea Party
- 5.2.7. Intolerable Acts

5.3. Revolution

- 5.3.1. Advantages of British/Americans
- 5.3.2. Lexington and Concord
- 5.3.3. Bunker Hill
- 5.3.4. Declaration of Independence
- 5.3.5. Trenton and Princeton
- 5.3.6. Valley Forge
- 5.3.7. Saratoga
- 5.3.8. Yorktown
- 5.3.9. Treaty of Paris (1783)

5.4. Blacks in the Revolution

COUNTY PERFORMANCE OBJECTIVES:

5.1. The student will understand how the French and Indian War affected American Colonial life by:

1. listing the causes of the war;
2. discussing the elements of the Treaty of Paris (1763); and
3. describing how Florida was affected by the war.

5.2. The student will understand how the colonies grew increasingly resistant to British control in North America by:

1. describing colonial defiance of the Proclamation of 1763;
2. discussing the injustices of the Quartering Act;
3. describing the violence brought about by the Stamp Act;
4. defining Writs of Assistance;

5. discussing the Boston Massacre;
6. describing the Boston Tea Party; and
7. outlining the Intolerable Acts.

5.3. The student will demonstrate a knowledge of the significant events of the American Revolution by:

1. listing the advantages and disadvantages of each side;
2. discussing the importance of the battles at Lexington and Concord;
3. describing the battle at Bunker Hill;
4. analyzing the Declaration of Independence;
5. discussing the significance of Trenton and Princeton;
6. describing the hardships of Valley Forge;
7. identifying Saratoga as a turning point;
8. identifying the consequence with the battle of Yorktown; and
9. listing the provisions of the Treaty of Paris of 1783.

5.4. The student will discuss the role of American blacks in the Revolution

DEPARTMENT_OF_EDUCATION_INTENDED_OUTCOMES:

Identify the contributions of various ethnic and cultural groups to the development of the pluralistic society of the United States. (IO 6)

Recognize the impact of values and ideals reflected in United States documents and symbols on society past and present. (IO 8)

FREE_ENTERPRISE_AND_CONSUMER_EDUCATION
MINIMUM_OBJECTIVES:

Define government_regulations as rules of conduct for consumers and producers. (T 83)

Identify kinds of taxes individuals may be required to pay. (T 84)

COMPREHENSIVE_TEST_OF_BASIC_SKILLS:

87. The student will demonstrate an understanding of historical persons, events or eras.

89. The student will demonstrate an understanding of individuals or groups in American or other societies.

TEXTBOOK REFERENCES:

America's Heritage, pages 83 - 113, 614 - 616

America's Heritage, Teacher's Resource Book, pages 26 - 33; 155 - 160 (activities)

COURSE TITLE: BASIC UNITED STATES HISTORY

UNIT 6.0: A PLAN OF GOVERNMENT

6.1. Articles of Confederation

- 6.1.1. Weaknesses
- 6.1.2. Land Ordinances
- 6.1.3. Shays' Rebellion

6.2. Constitutional Convention

- 6.2.1. The Meeting
- 6.2.2. Compromises

6.3. The Constitution

- 6.3.1. Concepts
- 6.3.2. Three Branches
- 6.3.3. Checks and Balances

6.4. Ratification and Bill of Rights

- 6.4.1. Process
- 6.4.2. Bill of Rights

COUNTY PERFORMANCE OBJECTIVES:

6.1. The student will demonstrate knowledge of the Articles of Confederation by:

1. listing the weaknesses of the Articles of Confederation;
2. explaining the significance of the Land Ordinances; and
3. discussing the causes and effects of Shays' Rebellion.

6.2. The student will understand the significance of the Constitutional Convention by:

1. listing reasons for calling a meeting to consider a plan for revising the Articles of Confederation; and
2. identifying the major compromises reached while writing the Constitution.

6.3. The student will identify the Constitution as the foundation of a strong central government by:

1. recognizing the relationship of Federal and State governments and the balance of power;
2. identifying the three branches of government and listing the function of each; and
3. describing the concept of checks and balances.

6.4. The student will demonstrate knowledge of the ratification of the Constitution and the Bill of Rights by:

1. identifying the process for adoption of the Constitution; and
2. explaining the Bill of Rights and why it was adopted.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES:

Understand the rights, liberties, and obligations of citizenship. (IO 11)

Recognize the political development of the United States. (IO 12)

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

COMPREHENSIVE TEST OF BASIC SKILLS:

87. The student will demonstrate an understanding of historical persons, events, or eras.

88. The student will demonstrate an understanding of the structures or functions of government.

TEXTBOOK REFERENCES:

America's Heritage, pages 116 - 131 and 617 - 637

America's Heritage, Teacher's Resource Book, pages 35 - 39, 161 - 164 (Activities)

COURSE TITLE: BASIC UNITED STATES HISTORY

UNIT 7.0: EARLY NATIONAL PERIOD

COUNTY_COURSE_OUTLINE:

7.1. Washington's Administration

- 7.1.1. Cabinet
- 7.1.2. Congress
- 7.1.3. Federal Courts
- 7.1.4. Hamilton's Financial Plan
- 7.1.5. Whiskey Rebellion
- 7.1.6. Frontier Problems
- 7.1.7. Political Parties

7.2. Adams' Administration

- 7.2.1. XYZ Affair
- 7.2.2. Alien and Sedition Acts

7.3. Jefferson's Administration

- 7.3.1. Political Change
- 7.3.2. Embargo Act
- 7.3.3. Barbary Pirates
- 7.3.4. Louisiana Purchase

7.4. Madison's Administration

- 7.4.1. Reasons for War of 1812
- 7.4.2. Areas of Action
- 7.4.3. "The Star-Spangled Banner"
- 7.4.4. Hartford Convention

7.5. Monroe's Administration

- 7.5.1. Era of Good Feeling
- 7.5.2. Monroe Doctrine
- 7.5.3. Acquisition of Florida

7.6. New Transportation Systems

7.7. United States begins to industrialize

COUNTY PERFORMANCE OBJECTIVES:

7.1. The student will demonstrate knowledge of Washington's Administration by:

1. explaining the origin of the Cabinet system;
2. listing some early legislative tasks of the first Congress;
3. explaining the origin and structure of the Federal Court System;
4. explaining Hamilton's financial plan;
5. explaining the significance of the Whiskey Rebellion;
6. identifying the frontier problem and solution regarding the Indians and the Spanish; and
7. comparing the first political parties.

7.2. The student will demonstrate knowledge of Adams' Administration by:

1. explaining the XYZ Affair; and
2. explaining the Alien and Sedition Acts.

7.3. The student will demonstrate knowledge of Jefferson's Administration by:

1. discussing the peaceful transfer of power that comes with the election of 1800;
2. explaining the purpose of the Embargo Act;
3. describing the problem with the Barbary Pirates; and
4. describing the effects of the acquisition and location of the Louisiana Purchase.

7.4. The student will demonstrate knowledge of Madison's Administration by:

1. explaining the reasons for the War of 1812;
2. locating and explaining the major areas of conflict in the War of 1812;
3. telling how "The Star Spangled Banner" was written; and
4. identifying the idea of secession proposed by the Hartford Convention.

7.5. The student will demonstrate knowledge of Monroe's Administration by:

1. describing the "Era of Good Feelings";
2. explaining the Monroe Doctrine; and
3. explaining the reasons for the United States takeover and eventual acquisition of the areas of Florida.

7.6. The student will list/locate examples of transportation developments by the mid-19th Century.

7.7. The student will discuss the beginning of industrialization in the United States.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES:

Recognize relationships between past and present. (IO 1)

Identify important persons and events in Florida history. (IO 4)

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

Compare saving with a financial institution to saving at home (N64)

TEXTBOOK REFERENCES:

America's Heritage, pages 138 - 201

America's Heritage, Teacher's Resource Book, pages 141 - 51, 165 - 172 (Activities)

COURSE TITLE: BASIC UNITED STATES HISTORY

UNIT 8.0: JACKSONIAN DEMOCRACY

COUNTY COURSE OUTLINE:

8.1. Sectionalism Begins

8.2. Expansion of Democracy

  8.2.1. Suffrage Widens
  8.2.2. Nominating Conventions Begin
  8.2.3. Voting Changes

8.3. Jackson's Administration

  8.3.1. Tariff Issue
  8.3.2. Bank Issue

8.4. Reform Movement

  8.4.1. Abolitionist Movement
  8.4.2. Women's Rights Movement
  8.4.3. Temperance Movement
  8.4.4. Ideal Community
  8.4.5. Handicapped

COUNTY PERFORMANCE OBJECTIVES:

8.1. The student will define sectionalism and identify issues dividing the nation during Jackson's era.

8.2. The student will demonstrate an understanding of the expansion of democracy by:

1. listing the restrictions to suffrage and comparing these to the earlier National Period;
2. defining nominating convention and the role the common man played; and
3. listing the changes in the electoral system and recognizing that these changes led to a more democratic nation.

8.3. The student will identify major issues of Jackson's Administration by:

1. stating the differences between North and South on the issue of the tariff and describing the Nullification Crisis; and
2. describing Jackson's quarrel with the Bank and assessing its outcome.

8.4. The student will trace the development of reforms in the Jacksonian Era by:

1. explaining the goals of the Anti-Slavery Movement;
2. identifying the leaders of the Women's Rights movement;
3. defining the Temperance Movement;
4. identifying and describing one ideal community; and
5. identifying Dorothea Dix as an early reformer for prisons, hospitals and the handicapped.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES:

Recognize that there are multiple interpretations of any historical event. (IO 5)

Understand the rights, liberties, and obligations of citizenship. (IO 11)

Utilize the appropriate vocabulary, geographic, reference/study, critical thinking, and decision making skills. (IO 13)

Obtain appropriate information from diagrams, tables or schedules (Minimum Student Performance Standard: Reading F-26)

Obtain appropriate information from indexes, tables of contents, or dictionary entries (Minimum Student Performance Standard: Reading F27)

Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Writing B-16)

Apply the five steps of the decision making process:

1. Define the problem
2. List alternatives
3. State criteria
4. Evaluate alternatives
5. Make a decision

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

COMPREHENSIVE TEST OF BASIC SKILLS:

87. The student will demonstrate an understanding of historical persons, events and eras.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science and sociology.

TEXTBOOK REFERENCES

America's Heritage, pages 204 - 242

America's Heritage, Teacher's Resource Book, pages 53 - 63, 173 - 183 (Activities)

COURSE TITLE: BASIC UNITED STATES HISTORY

UNIT 9.0: WESTWARD EXPANSION

COUNTY_COURSE_OUTLINE:

9.1. Moving Frontier

9.2. Manifest Destiny

9.3. Texas Independence

   9.3.1. Moses and Stephen Austin
   9.3.2. Alamo and San Jacinto
   9.3.3. Republic and Statehood

9.4. Oregon

   9.4.1. Whitmans
   9.4.2. Treaty with Great Britain

9.5. Mexican Cession

   9.5.1. Reasons for the War with Mexico
   9.5.2. Outcome of Mexican War

9.6. California

   9.6.1. Discovery of Gold
   9.6.2. Changes in California

COUNTY_PERFORMANCE_OBJECTIVES:

9.1. The student will identify reasons why Americans moved west.

9.2. The student will define Manifest Destiny as it applies to American history and locate territorial additions.

9.3. The student will demonstrate an understanding of the settlement of Texas by:

1. identifying the first Americans to settle in Texas;
2. explaining how Texans won their independence in the battles of the Alamo and San Jacinto; and
3. describing the problems faced by the Republic of Texas.

9.4. The student will demonstrate an understanding of the settlement of the Oregon country by:

1. identifying the first Americans to settle in Oregon including the Whitmans; and
2. describing the agreement reached between the United States and Great Britain to divide the Oregon Country.

9.5. The student will demonstrate an understanding of the annexation of the Mexican Cession by:

1. listing and explaining the reasons why the United States went to war with Mexico; and
2. describing the outcome of the Mexican War.

9.6. The student will demonstrate a knowledge of California by:

1. describing the effects of the discovery of gold; and
2. listing the changes which occured as a result.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES:

Understand the importance of physical and cultural geography upon the development of the United States. (IO 2)

Understand cause and effect relationships in historical development. (IO 7)

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

COMPREHENSIVE TEST OF BASIC SKILLS:

85. The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

TEXTBOOK REFERENCES:

America's Heritage, pages 245 - 272

America's Heritage, Teacher's Resource Book, pages 65 - 69, 184 - 187 (Activities)

COURSE TITLE: BASIC UNITED STATES HISTORY

UNIT 10.0: CAUSES OF THE CIVIL WAR

COUNTY COURSE OUTLINE:

10.1. Sectional Differences

10.2. Conflicts and Compromises

- 10.2.1. Slavery
- 10.2.2. Missouri Compromise
- 10.2.3. Compromise of 1850
- 10.2.4. Formation of the Republican Party
- 10.2.5. Kansas-Nebraska Act
- 10.2.6. *Uncle Tom's Cabin*
- 10.2.7. Dred Scott
- 10.2.8. Harpers Ferry
- 10.2.9. Election of 1860

COUNTY PERFORMANCE OBJECTIVES:

10.1. The student will list differences in geography, society, and politics between the North and South.

10.2. The student will demonstrate comprehension of the events leading to the Civil War by:

1. discussing the effects of slavery;
2. identifying the issue involved in the Missouri Compromise and the provisions;
3. listing the provisions of the Compromise of 1850 and the arguments that were temporarily solved;
4. discussing the Republican Party's platform and the implication of the Party's formation to the South;
5. identifying that the Kansas-Nebraska Act repealed the Missouri Compromise;
6. describing the impact of Harriet Beecher Stowe's book *Uncle Tom's Cabin* on the North and the South;
7. explaining the Supreme Court ruling in the Dred Scott decision;
8. identifying the characters involved in the Harper's Ferry Raid and the impact on the growing sectional conflict; and
9. discussing the election of Lincoln and the South's decision to secede.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES:

Recognize the impact of values and ideals reflected in United States documents and symbols on society past and present. (IO 8)

Utilize the appropriate vocabulary, geographic, reference/study, critical thinking, and decision making skills. (IO 13)

Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26)

Obtain appropriate information from indexes, tables of contents, or dictionary entries (Minimum Student Performance Standard: Reading F-27)

Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories and newspapers (Minimum Student Performance Standard: F-29)

Arrange events in sequential order (Minimum Student Performance Standard: Writing B-16)

Apply the five steps of the decision making process:

1. Define the problem
2. List alternatives
3. State criteria
4. Evaluate alternatives
5. Make a decision IO 13

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

COMPREHENSIVE TEST OF BASIC SKILLS:

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science and sociology.

TEXTBOOK REFERENCES:

America's Heritage, pages 275 - 290

America's Heritage, Teacher's Resource Book, pages 71 - 74, 188 - 189 (Activities)

BEST COPY AVAILABLE

COURSE TITLE: BASIC UNITED STATES HISTORY

UNIT 11.0: THE CIVIL WAR

COUNTY COURSE OUTLINE:

11.1. Secession and Formation of the C.S.A.

11.2. Comparison of Resources and Strategies

11.3. Battles

- 11.3.1. Fort Sumter
- 11.3.2. Bull Run
- 11.3.3. "Monitor" and "Virginia" ("Merrimac")
- 11.3.4. Antietam/Emancipation Proclamation
- 11.3.5. Gettysburg
- 11.3.6. Grant in the West
- 11.3.7. March to the Sea

11.4. Florida in the War

11.5. Appomattox

11.6. Lincoln's Assassination

COUNTY PERFORMANCE OBJECTIVES:

11.1. The student will define secession and explain why the C.S.A. was formed.

11.2. The student will identify the resources of the North and the South and the strategy of each at the outbreak of War.

11.3. The student will demonstrate knowledge of Civil War battles by:

1. identifying where and when the first shots of the war were fired;
2. describing the First Battle of Bull Run;
3. explaining the significance of the "Monitor" and the "Merrimac" in naval warfare;
4. discussing the effects of the Emancipation Proclamation which was issued as a result of the Battle of Antietam;
5. explaining why the Battle of Gettysburg was a turning point of the war;
6. identifying the major contributions of Grant in the Western Theater of War;
7. identifying the significance of Sherman's March to the Sea.

11.4. The student will discuss the two major battles of the Civil War in Florida and Florida's contributions in the Civil War.

11.5. The student will describe the events and results of Appomattox.

11.6. The student will describe the events surrounding Lincoln's assassination.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES.

Recognize relationships between past and present. (IO 1)

Identify important persons and events in Florida history. (IO 4)

Utilize the approrpiate vocabulary, geographic, reference/study, critical thinking, and decision making skills. (IO 13)

Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26)

Obtain appropriate information from indexes, tables of contents, or dictionary entries (Minimum Student Performance Standard: Reading F-27

Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories and newspapers (Minimum Student Performance Standard: F-29)

Arrange events in sequential order (Minimum Student Performance Standard: Writing B-16)

Apply the five steps of the decision making process:

1. Define the problem
2. List alternatives
3. State criteria
4. Evaluate alternatives
5. Make a decision

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

COMPREHENSIVE TEST OF BASIC SKILLS:

86. The student will demonstrate an understanding of economic concepts, employment, technology or commerce.

87. The student will demonstrate an understanding of historical persons, events or eras.

TEXTBOOK REFERENCES:

America's Heritage, pages 192 - 297

America's Heritage, Teacher's Resource Book, pages 74 - 75, 191 - 194 (Activities)

COURSE TITLE: BASIC UNITED STATES HISTORY

UNIT 12.0: RECONSTRUCTION

12.1. Lincoln's Plan

12.2. Johnson's Plan

12.3. Radical Republicans

    12.3.1. Freedmen's Plight
    12.3.2. Impeachment
    12.3.3. Civil War Amendment

12.4. Life under Reconstruction

12.5. End of Reconstruction

COUNTY PERFORMANCE OBJECTIVES:

12.1. The student will describe Lincoln's Ten Percent Plan for the South.

12.2. The student will describe President Johnson's Reconstruction Plan and its impact on Congress.

12.3. The student will explain the impact of the Radical Republicans by:

1. describing the life of the Freedman right after the war;
2. discussing the impeachment of Andrew Johnson; and
3. explaining the provisions and results of the three Civil War Amendment.

12.4. The student will describe life in the South during Reconstruction.

12.5. The student will explain how the Reconstruction Era ended and its aftermath.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES:

Understand cause and effect relationships in historical development. (IO 7)

Recognize the impact of values and ideals reflected in United States documents and symbols on society past and present. (IO 8)

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

COMPREHENSIVE TEST OF BASIC SKILLS:

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science and sociology.

TEXTBOOK REFERENCES:

America's Heritage, pages 300 - 317

America's Heritage, Teacher's Resource Book, pages 77 - 81, 193 - 197 (Activities)

COURSE TITLE: BASIC UNITED STATES HISTORY

UNIT 13.0: INDUSTRIALIZATION

COUNTY COURSE OUTLINE:

13.1. Growth of industry up to 1860

13.2. Industrial growth from 1860

13.2.1. Railroads
13.2.2. Industrialists and Inventors

13.3. Results of Industrialization

13.4. Florida's Industrial leaders

COUNTY PERFORMANCE OBJECTIVES:

13.1. The student will identify key figures in America's early industrialization.

13.2. The student will demonstrate a knowledge of the elements which made the United States a major industrial power by:

1. discussing the development of the railroads; and
2. listing the major industrial leaders and inventors in America.

13.3. The student will describe the benefits and problems of living in an industrial society.

13.4. The student will identify the industrialists who had a major impact on Florida's growth.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES:

Understand the importance of physical and cultural geography upon the development of the United States history. (IO 2)

Identify important persons and events in United States history. (IO 3)

Understand the basic concepts of the free enterprise system as practiced in the United States. (IO 10)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES:

Define *consumption* as the use of goods and services. (K-50)

Define *impulse buying*. (K-53)

Define *planned buying*. (K54)

COMPREHENSIVE TEST OF BASIC SKILLS:

86. The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.

87. The student will demonstrate an understanding of historical persons, events, or eras.

TEXTBOOK REFERENCES:

America's Heritage, pages 188 - 201 (review), 322 - 338

America's Heritage, Teacher's Resource Book, pages 49 - 50, 171 - 172 (review), 83 - 87, 198 - 201 (Activities)

COURSE TITLE: BASIC UNITED STATES HISTORY

UNIT 14.0: DISAPPEARING FRONTIER

COUNTY COURSE OUTLINE:

14.1. Cattle Kingdom

14.2. Pioneer Farmer

14.3. Indian Problems

14.4. Frontier Disappears

COUNTY PERFORMANCE OBJECTIVES:

14.1. The student will define Cattle Kingdom and identify its boundaries.

14.2. The student will list the problems faced by the pioneer farmer.

14.3. The student will explain the conflict between Native Americans and pioneer settlers.

14.4. The student will describe how the western frontier eventually disappeared.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES:

Understand the basic concepts of the free enterprise system as practiced in the United States. (IO 10)

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

COMPREHENSIVE TEST OF BASIC SKILLS:

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

TEXTBOOK_REFERENCES:

America's_Heritage, 346 - 363

America's_Heritage, Teacher's Resource Book, pages 89 - 93;
201 - 2[illegible]5 (Activities)

COURSE TITLE: BASIC UNITED STATES HISTORY

UNIT 15.0: URBAN AMERICA

COUNTY COURSE OUTLINE:

15.1. Cities

15.2. Immigration

15.3. Problems/Adjustments of Urbanization

COUNTY PERFORMANCE OBJECTIVES:

15.1. The student will explain the reasons for the growth of cities and the impact of city life on American society.

15.2. The student will identify major ethnic groups who immigrated to the United States during the Old Immigration and the New Immigration periods.

15.3. The student will list major domestic problems resulting from urbanization.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Recognize that there are multiple interpretations of any historical event. (IO 5)

Identify the contributions of various ethnic and cultural groups to the development of the pluralistic society of the United States. (IO 6)

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

COMPREHENSIVE TEST OF BASIC SKILLS:

87. The student will demonstrate an understanding of historical persons, events, or eras.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

BEST COPY AVAILABLE

TEXTBOOK REFERENCES:

America's Heritage, pages 366 - 389

America's Heritage, Teacher's Resource Book, pages 95 - 99, 207 - 211 (Activities)

COURSE TITLE: BASIC UNITED STATES HISTORY

UNIT 16.0 POPULISTS AND PROGRESSIVES

COUNTY COURSE OUTLINE:

16.1. Labor Discontent

    16.1.1. Knights of Labor/American Federation of Labor
    16.1.2. Working conditions

16.2. Farm Discontent and the National Grange

16.3. Populist Movement

    16.3.1. Demands for reform
    16.3.2. Influences

16.4. Progressives

    16.4.1. Roosevelt, Taft, and Wilson
    16.4.2. W.E.B. DuBois and the N.A.A.C.P.

COUNTY PERFORMANCE OBJECTIVES:

16.1. The student will evaluate problems of labor by:

1. identifying early labor unions; and
2. discussing the role they played in improving working conditions.

16.2. The student will demonstrate comprehension of farm discontent by explaining the purpose of the Grange Laws passed in many states.

16.3. The student will demonstrate knowledge of the Populist movement by:

1. showing how the Populist doctrine helped lead to eventual political and social reform; and
2. discussing the Populist's influence on government and policies.

16.4. The student will demonstrate knowledge of the Progressive movement by:

1. identifying reforms of Presidents Roosevelt, Taft, and Harding; and
2. identifying W.E.B. Dubois and the N.A.A.C.P.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES:

Understand that scientific and technological changes have influenced the historical development of the United States. (IO 9)

Understand the basic concepts of the free enterprise system as practiced in the United States. (IO 10)

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

COMPREHENSIVE TEST OF BASIC SKILLS:

87. The student will demonstrate an understanding of historical persons, events, or eras.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

TEXTBOOK REFERENCES:

America's Heritage, pages 393 - 418

America's Heritage, Teacher's Resource Book, pages 101 - 107; 212 - 215 (Activities)

COURSE TITLE: BASIC UNITED STATES HISTORY

UNIT 17.0: RISE TO WORLD POWER

COUNTY COURSE OUTLINE:

17.1. Spanish American War

- 17.1.1. "USS Maine"
- 17.1.2. Manila Bay
- 17.1.3. San Juan Hill
- 17.1.4. Treaty of Paris (1898)
- 17.1.5. United States Gains Commonwealth
- 17.1.6. Florida's Role in the War

17.2. Panama Canal

17.3. United States and Latin America

17.4. World War I

- 17.4.1. Causes
- 17.4.2. United States Involvement in Europe
- 17.4.3. Treaty of Versailles

COUNTY PERFORMANCE OBJECTIVES:

17.1. The student will demonstrate a knowledge of the events and significance of the Spanish American War by:

1. identifying the "USS Maine";
2. describing the Battle of Manila Bay;
3. describing the Battle of San Juan Hill;
4. listing the provisions of the Treaty of Paris (1898);
5. discussing the territorial possessions of the United States in 1898; and
6. discussing Florida's role in the invasion of Cuba in 1898.

17.2. The student will explain the events surrounding the building of the Panama Canal and its significance.

17.3. The student will discuss the background of United States involvement in Latin America.

17.4. The student will demonstrate a knowledge of United States involvement in World War I by:

1. listing causes of the war;
2. explaining how the United States was involved with Allied nations; and
3. listing the characters involved in and provisions of the Treaty of Versailles.

DEPARTMENT OF ECUCATION INTENDED OUTCOMES:

Identify important persons and events in United States History. (IO 3)

Understand causes and effects relationship in historical development. (IO 7)

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

COMPREHENSIVE TEST OF BASIC SKILLS:

85. The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

TEXTBOOK REFERENCES:

America's Heritage, pages 421 - 451

America's Heritage, Teacher's Resource Book, pages 109 - 114; 216 - 220 (Activities)

COURSE TITLE: BASIC UNITED STATES HISTORY

UNIT 18.0: BETWEEN THE WORLD WARS

COUNTY COURSE OUTLINE:

18.1. The Twenties

- 18.1.1. Harding and Coolidge
- 18.1.2. New Technology
- 18.1.3. Prohibition
- 18.1.4. Social Changes in the 20's

18.2. The Depression Era

- 18.2.1. Causes
- 18.2.2. Hoover's attempts
- 18.2.3. Roosevelts New Deal

COUNTY PERFORMANCE OBJECTIVES

18.1. The student will demonstrate knowledge of the 1920's by:

1. identifying events or policies of the Harding/Coolidge period;
2. listing examples of new technology;
3. explaining Prohibition; and
4. identifying some social movements.

18.2. The student will demonstrate knowledge of the Depression Era by:

1. identifying underlying causes of the Great Depression;
2. describing President Hoover's efforts to combat the growing depression; and
3. summarizing New Deal programs begun by F.D. Roosevelt.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES:

Identify important persons and events in United States history. (IO 3)

Understand the basic concepts of the free enterprise system as practiced in the United States. (IO 10)

Recognize the political development of the United States. (IO 12)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES:

None

COMPREHENSIVE TEST OF BASIC SKILLS:

86. The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

TEXTBOOK REFERENCES:

America's Heritage, pages 458 - 479

America's Heritage, Teacher's Resource Book, pages 115 - 120; 221 - 224 (Activities)

COURSE TITLE: BASIC UNITED STATES HISTORY

UNIT 19.0: WORLD WAR II

COUNTY COURSE OUTLINE:

19.1. Rise of European Dictators

19.2. United States attempts to remain neutral

19.3. Pearl Harbor

19.4. War in Europe and the Pacific

19.5. Holocaust

19.6. Relocation Camps in the United States

19.7. Truman and the Atomic Bomb

COUNTY PERFORMANCE OBJECTIVES:

19.1. The student will identify the three major European dictators and describe life under each.

19.2. The student will discuss the United States' attempt to remain neutral at the outbreak of World War II.

19.3. The student will identify the events surrounding the Japanese bombing of Pearl Harbor.

19.4. The student will identify major events in the European and Pacific Theaters in World War II.

19.5. The student will describe the Holocaust.

19.6. The student will describe the reasons for Japanese-American Relocation camps and resulting problems.

19.7. The student will discuss the reasons for Truman's decision to use the atomic bomb and its aftermath.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES:

Understand cause and effect relationships in historical development. (IO 7)

Utilize the appropriate vocabulary, geographic, reference/study, critical thinking, and decision making skills. (IO 13)

Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26)

Obtain appropriate information from indexes, tables of contents, or dictionary entries (Minimum Student Performance Standard: Reading F-27)

Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Reading F-29)

Arrange events in sequential order (Minimum Student Performance Standard: Writing B-16)

Apply the five steps of the decision making process:

1. Define the problem
2. List alternatives
3. State criteria
4. Evaluate alternatives
5. Make a decision

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

COMPREHENSIVE TEST OF BASIC SKILLS:

87. The student will demonstrate an understanding of historical persons, events or eras.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

TEXTBOOK REFERENCES:

America's Heritage, pages 482 - 503

America's Heritage, Teacher's Resource Book, pages 121 - 124; 225 - 226 (Activities)

COURSE TITLE: BASIC UNITED STATES HISTORY

UNIT 20.0. POST WORLD WAR II PERIOD

COUNTY COURSE OUTLINE:

20.1. The United Nations

20.2. The Cold War

- 20.2.1. Europe
- 20.2.2. Asia
- 20.2.3. Other Hot spots
- 20.2.4. Florida's Role in the Cuban Missile Crisis

20.3. Civil Rights Movement

20.4. Nixon to the Present

COUNTY PERFORMANCE OBJECTIVES:

20.1. The student will explain the establishment and purpose of the United Nations.

20.2. The student will show an understanding of the Cold War by:

1. explaining post-war events in Europe;
2. explaining events in Asia;
3. identifying areas of conflict between East and West; and
4. describing events in Florida during the Cuban Missile Crisis.

20.3. The student will identify the major characters and events in the American Civil Rights Movement.

20.4. The student will list the major events which have occurred since the election of Richard Nixon.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES:

Understand that scientific and technological changes have influenced the historical development of the United States. (IO 9)

Understand the basic concepts of the free enterprise system as practiced in the United States. (IO 10)

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM STANDARDS:

None

COMPREHENSIVE TEST OF BASIC SKILLS:

87. The student will demonstrate an understanding of historical persons, events, or eras.

89. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

TEXTBOOK REFERENCES:

America's Heritage, pages 503 - 575

America's Heritage, Teacher's Resource Book, pages 124 - 143; 227 - 242 (Activities)

THE SCHOOL BOARD OF SEMINOLE COUNTY

The Margaret K. Reynolds Building

UNITED

STATES

HISTORY

GRADE 8

BEST COPY AVAILABLE

COURSE TITLE

COURSE CODE NUMBER	2100010
COURSE TITLE	United States History
INSTRUCTIONAL LEVEL	Average
GRADE LEVEL	8
CREDIT	1
LENGTH OF COURSE	Year
TEXTBOOK	Batchelor,John E., Davidson,James W. The American Nation .(Englewood Cliffs,NJ: Printice Hall Publishing Co.,1986.)

COURSE OUTLINE

UNITED STATES HISTORY

- 1.0 Skills
  - 1.1 Gathering Information
    - 1.1.1. Tables
    - 1.1.2. Graphs
    - 1.1.3. Charts
    - 1.1.4. Timelines
    - 1.1.5. Maps
    - 1.1.6. Illustrations
    - 1.1.7. Textbook Survey
  - 1.2 Study Skills
    - 1.2.1. Historical References
    - 1.2.2. Taking Notes
    - 1.2.3. Outlining
    - 1.2.4. Summarizing
  - 1.3 Inquiry Skills
    - 1.3.1. Primary/Secondary Sources
    - 1.3.2. Fact/Opinion
    - 1.3.3. Classifying Information
    - 1.3.4. Generalizing
    - 1.3.5. Inference
    - 1.3.6. Cause and Effect
- 2.0 First Americans
  - 2.1 Migration
  - 2.2 Cultural Areas
- 3.0 Discovery and Exploration
  - 3.1 Vikings
  - 3.2 Background in Europe
    - 3.2.1. Crusades - Marco Polo
    - 3.2.2. European Trade Rivalries
    - 3.3.3. Renaissance
  - 3.3 Portuguese
  - 3.4 Spanish
    - 3.4.1. Columbus, Vespucci, and Magellan
    - 3.4.2. Conquistadors
  - 3.5 French
    - 3.5.1. Cartier
  - 3.5 French
    - 3.5.2. Champlain
    - 3.5.3. Marquette/Joliet
    - 3.5.4. LaSalle
  - 3.6 Dutch and Sweedes
  - 3.7 English
    - 3.7.1. Cabot
    - 3.7.2. Drake
    - 3.7.3. The Armada
  - 3.8 Early Settlement in Florida
- 4.0 English Colonization
  - 4.1 Motivation
  - 4.2 Earliest Colonies
    - 4.2.1. Roanoke
    - 4.2.2. Jamestown
    - 4.2.3. Plymouth
  - 4.3 Colonies
    - 4.3.1. New England
    - 4.3.2. Middle
    - 4.3.3. Southern
  - 4.4 Colonial Life
    - 4.4.1. New England
    - 4.4.2. Middle
    - 4.4.3. Southern
    - 4.4.4. Daily Life
    - 4.4.5. Mercantile Theory
    - 4.4.6. Triangular Trade
    - 4.4.7. Our Democratic Heritage
- 5.0 The Revolution
  - 5.1 The French and Indian War
    - 5.1.1. Causes
    - 5.1.2. Treaty of Paris (1763)
    - 5.1.3. Florida under the English
  - 5.2 British Control - Colonial Resistance
    - 5.2.1. Navigation Acts

UNITED STATES HISTORY

- 5.2 British Control - Colonial Resistance
  - 5.2.2. Proclamation of 1763
  - 5.2.3. Quartering Act
  - 5.2.4. Stamp Act
  - 5.2.5. Townshend Acts
  - 5.2.6. Writs of Assistance
  - 5.2.7. Boston Massacre
  - 5.2.8. Boston Tea Party
  - 5.2.9. Intolerable Acts

- 5.3 Revolution
  - 5.3.1. Advantages of British/Americans
  - 5.3.2. Lexington and Concord
  - 5.3.3. Bunker Hill
  - 5.3.4. Second Continental Congress
  - 5.3.5. Declaration of Independence
  - 5.3.6. Foreign Assistance
  - 5.3.7. Trenton and Princeton
  - 5.3.8. Saratoga
  - 5.3.9. Valley Forge
  - 5.3.10. Other Battle Fronts
  - 5.3.11. Yorktown
  - 5.3.12. Treaty of Paris (1783)

- 5.4 Blacks in the Revolution

6.0 A Plan of Government

- 6.1 Articles of Confederation
  - 6.1.1. Weaknesses
  - 6.1.2. Land Ordinances
  - 6.1.3. Shays' Rebellion

- 6.2 Constitutional Convention
  - 6.2.1. The Meeting
  - 6.2.2. Compromises

- 6.3 The Constitution
  - 6.3.1. Federalism
  - 6.3.2. Electoral College
  - 6.3.3. Executive

- 6.3 The Constitution
  - 6.3.4. Legislative
  - 6.3.5. Judicial
  - 6.3.6. Checks and Balances

- 6.4 Ratification and Bill of Rights
  - 6.4.1. Adoption
  - 6.4.2. Federalists and Anti-Federalists
  - 6.4.3. The Amendments

7.0 Early National Period

- 7.1 Washington's Administration
  - 7.1.1. Cabinet
  - 7.1.2. Congress
  - 7.1.3. Federal Courts
  - 7.1.4. Hamilton's Financial Plan
  - 7.1.5. Whiskey Rebellion
  - 7.1.6. Frontier Problems
  - 7.1.7. Political Parties
  - 7.1.8. Neutrality Proclamation

- 7.2 Adams' Administration
  - 7.2.1. XYZ Affair
  - 7.2.2. Alien and Sedition Acts
  - 7.2.3. Kentucky and Virginia Resolutions

- 7.3 Jefferson's Administration
  - 7.3.1. Political Change
  - 7.3.2. Marbury v. Madison
  - 7.3.3. Louisiana Purchase
  - 7.3.4. Barbary Pirates
  - 7.3.5. Embargo Act

- 7.4 Madison's Administration
  - 7.4.1. Reasons for War of 1812
  - 7.4.2. Areas of Action
  - 7.4.3. "The Star-Spangled Banner"
  - 7.4.4. Hartford Convention

UNITED STATES HISTORY

- 7.5 Monroe's Administration
  - 7.5.1. Era of Good Feelings
  - 7.5.2. Monroe Doctrine
  - 7.5.3. Acquisition of Florida
- 7.6 United States Begins to Industrialize
- 7.7 New Transportation Systems

- 8.0 Jacksonian Democracy
  - 8.1 Sectionalism Begins
  - 8.2 Expansion of Democracy
    - 8.2.1. Suffrage Widens
    - 8.2.2. Nominating Conventions begin
    - 8.2.3. Voting Changes
  - 8.3 Jackson's Administration
    - 8.3.1. Tariff Issue
    - 8.3.2. Bank Issue
  - 8.4 Reform Movement
    - 8.4.1. Abolitionist Movement
    - 8.4.2. Women's Rights
    - 8.4.3. Handicapped
    - 8.4.4. Temperance Movement
  - 8.5 American Culture

- 9.0 Westward Expansion
  - 9.1 Moving Frontier
  - 9.2 Manifest Destiny
  - 9.3 Oregon
    - 9.3.1. Whitmans
    - 9.3.2. The Oregon Trail
    - 9.3.3. Treaty with Great Britain
  - 9.4 Texas Independence
    - 9.4.1. Moses and Stephen Austin
    - 9.4.2. Alamo and San Jacinto
    - 9.4.3. Republic and Statehood
  - 9.5 Mexican Cession
    - 9.5.1. Reasons for the War with Mexico
    - 9.5.2. Outcome of Mexican War
  - 9.6 California
    - 9.6.1. Discovery of gold
    - 9.6.2. Changes in California

- 10.0 Causes of the Civil War
  - 10.1 Sectional Differences
  - 10.2 Conflicts and Compromises
    - 10.2.1. Slavery
    - 10.2.2. Missouri Compromise
    - 10.2.3. Compromise of 1850
    - 10.2.4. Uncle Tom's Cabin
    - 10.2.5. Kansas-Nebraska Act
    - 10.2.6. Dred Scott
    - 10.2.7. Formation of Republican Party
    - 10.2.8. Harpers Ferry
    - 10.2.9. Election of 1860

- 11.0 The Civil War
  - 11.1 Secession and Formation of the C.S.A.
  - 11.2 Comparison of Resources and Strategies
  - 11.3 Battles
    - 11.3.1. Fort Sumter
    - 11.3.2. Bull Run
    - 11.3.3. "Monitor" and "Virginia" ("Merrimac")
    - 11.3.4. Grant in the West
    - 11.3.5. Antietam/Emancipation Proclamation
    - 11.3.6. Gettysburg
    - 11.3.7. March to the Sea
  - 11.4 Florida in the War
  - 11.5 Appomattox

- 12.0 Reconstruction
  - 12.1 Lincoln's Plan

UNITED STATES HISTORY

- 12.2 Lincoln's Assassination
- 12.3 Johnson's Plan
- 12.4 Radical Republicans
  - 12.4.1. Freedmen's Plight
  - 12.4.2. Radical Reconstruction
  - 12.4.3. Impeachment
  - 12.4.4. Amendments
- 12.5 Life under Reconstruction
- 12.6 End of Reconstruction
  - 12.6.1. The Election of 1876
  - 12.6.2. Social and Political Changes in the South

13.0 Industrialization
- 13.1 Growth of Industry up to 1860
- 13.2 Industrial Growth from 1860
  - 13.2.1. Railroads
  - 13.2.2. Industrialists and Inventors
- 13.3 Results of Industrialists
- 13.4 Labor Discontent
  - 13.4.1. Working Conditions
  - 13.4.2. Knights of Labor/American Federation of Labor
- 13.5 Florida's Industrial Leaders

14.0 Disappearing Frontier
- 14.1 Indian Problems
- 14.2 Cattle Kingdom
- 14.3 Pioneer Farmers
- 14.4 Farm Discontent and the National Grange

15.0 Urban America
- 15.1 Immigration
- 15.2 Cities

16.0 Populists and Progressives
- 16.1 Populist Movement
- 16.2 Progressives
  - 16.2.1. Muckrakers
  - 16.2.2. Social Reforms
  - 16.2.3. Roosevelt, Taft, and Wilson
  - 16.2.4. W.E.B. DuBois and the N.A.A.C.P.

17.0 Rise to World Power
- 17.1 America in the Pacific
- 17.2 Spanish American War
  - 17.2.1. "USS Maine"
  - 17.2.2. Manila Bay
  - 17.2.3. San Juan Hill
  - 17.2.4. Treaty of Paris (1898)
  - 17.2.5. United States Gains Commonwealth
  - 17.2.6. Florida's Role in the War
- 17.3 Panama Canal
- 17.4 United States and Latin America
- 17.5 World War I
  - 17.5.1. Causes
  - 17.5.2. United States Involvement in Europe
  - 17.5.3. Treaty of Versailles
  - 17.5.4. League of Nations

18.0 Between the World Wars
- 18.1 The Twenties
  - 18.1.1. Harding and Coolidge
  - 18.1.2. New Technology
  - 18.1.3. Prohibition
  - 18.1.4. Social Changes in the 20's
- 18.2 The Depression Era
  - 18.2.1. Causes
  - 18.2.2. Hoover's Attempts
  - 18.2.3. Roosevelt's New Deal

COURSE OUTLINE

UNITED STATES HISTORY

- 19.0 World War II
  - 19.1 Rise of European Dictators
  - 19.2 United States attempts to remain neutral
  - 19.3 Pearl Harbor
  - 19.4 War in Europe and the Pacific
  - 19.5 Holocaust
  - 19.6 Relocation Camps in the United States
  - 19.7 Truman and the Atomic Bomb

- 20.0 Post World War II Period
  - 20.1 The United Nations
  - 20.2 The Cold War
    - 20.2.1. Europe
    - 20.2.2. Asia
    - 20.2.3. Other Hot Spots
    - 20.2.4. Florida's Role in the Cuban Missile Crisis
  - 20.3 Civil Rights Movement
  - 20.4 Nixon to the Present

COURSE TITLE: UNITED STATES HISTORY

UNIT 1.0: SKILLS

COUNTY COURSE OUTLINE:

1.1. Gathering Information

- 1.1.1. Tables
- 1.1.2. Graphs
- 1.1.3. Charts
- 1.1.4. Timelines
- 1.1.5. Maps
- 1.1.6. Illustrations
- 1.1.7. Textbook Survey

1.2. Study Skills

- 1.2.1. Historical Reference
- 1.2.2. Taking Notes
- 1.2.3. Outlining
- 1.2.4. Summarizing

1.3. Inquiry Skills

- 1.3.1. Primary/Secondary Sources
- 1.3.2. Fact/Opinion
- 1.3.3. Classifying Information
- 1.3.4. Generalizing
- 1.3.5. Inference
- 1.3.6. Cause and Effect

COUNTY PERFORMANCE OBJECTIVES:

1.1. Students will demonstrate the ability to gather information by:

1. interpreting specific facts from tables;
2. interpreting specific facts from graphs;
3. interpreting specific facts from charts;
4. labeling and explaining information on a timeline;
5. selecting specific facts from historical maps by using a legend;
6. identifying specific facts from illustrations; and
7. understanding and using various parts of the text.

1.2. Students will demonstrate knowledge of study skills by:

1. locating and evaluating appropriate sources of information on a subject;
2. taking notes from sources;
3. outlining material; and
4. summarizing historical information.

1.3. To demonstrate knowledge of the tools of inquiry, students will:

1. determine if a reading is a primary or secondary source;
2. identify statements as fact or opinion;
3. classify information according to a given criteria;
4. make a generalized statement based on data;
5. draw inferences from factual data; and
6. identify events which are examples of a cause and effect relationship.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES:

Utilize the appropriate vocabulary, geographical, reference/ study, critical thinking, and decision making skills. (IO 13)

Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26)

Obtain appropriate information from indexes, tables of contents, or dictionary entries (Minimum Student Performance Standard: Reading F-27)

Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Reading F-29)

Arrange events in sequential order (Minimum Student Performance Standard: Writing B-16)

Apply the five steps of the decision making process:

1. Define the problem
2. List alternatives
3. State criteria
4. Evaluate alternatives
5. Make a decision

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXECLLENCE:

None

COMPREHENSIVE TEST OF BASIC SKILLS:

85. The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes.

TEXTBOOK REFERENCES:

The American Nation, Teacher's Edition, page viii - xii

Teacher's Resource Manual, E1 - E32

COURSE TITLE: UNITED STATES HISTORY

UNIT 2.0: FIRST AMERICANS

COUNTY COURSE OUTLINE:

2.1. Migration

2.2. Cultural Areas

COUNTY PERFORMANCE OBJECTIVES:

2.1. The student will illustrate the routes of the first Americans.

2.2. The student will compare the cultures of the first Americans.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES:

Understand the relationships between past and present. (IO 1)

Explain the importance of individuals, events, and periods in United States history. (IO 3)

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

Synthesize information and ideas from conflicting sources. (A1015)

COMPREHENSIVE TEST OF BASIC SKILLS:

87. The student will demonstrate an understanding of historical persons, events, or eras.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

TEXTBOOK REFERENCES:

The American Nation, Pages 18 - 29, pages 32 - 45

The American Nation, Teacher's Edition, pages T1 - T5

Teacher's Resource Manual, B1 - B13, D1 - D5

COURSE TITLE: UNITED STATES HISTORY

UNIT 3.0: DISCOVERY AND EXPLORATION

COUNTY COURSE OUTLINE:

3.1. Vikings

3.2. Background in Europe

    3.2.1. Crusades - Marco Polo
    3.2.2. European Trade Rivalries
    3.3.3. Renaissance

3.3. Portuguese

3.4. Spanish

    3.4.1. Columbus, Vespucci, and Magellan
    3.4.2. Conquistadors

3.5. French

    3.5.1. Cartier
    3.5.2. Champlain
    3.5.3. Marquette/Joliet
    3.5.4. LaSalle

3.6. Dutch and Sweedes

3.7. English

    3.7.1. Cabot
    3.7.2. Drake
    3.7.3. The Armada

3.8. Early Settlement in Florida

COUNTY PERFORMANCE OBJECTIVES:

3.1. The student will identify the time period, trace the routes and explain the reasons for Viking settlement in North America.

3.2. The student will demonstrate comprehension of the economic influences on exploration by:

1. evaluating the importance of the Crusades and Marco Polo's journey which increased European demand for trade with the East;
2. summarizing the European trade rivalries and Arab (Turkish) interference; and
3. explaining the Renaissance and its role in European exploration.

3.3. The student will identify the Portuguese explorers and their contributions.

3.4. The student will demonstrate knowledge of Spanish activity in the discovery and exploration period by:

1. recognizing the role of Columbus, Vespucci and Magellan; and
2. listing Spanish Conquistadors and their areas of exploration.

3.5. The student will demonstrate knowledge of French activity in the New World by:

1. explaining the role of Cartier;
2. describing the accomplishments of Champlain;
3. tracing the travels of Marquette and Joliet; and
4. discussing the accomplishments of LaSalle.

3.6. The student will demonstrate knowledge of Dutch and Swedish exploration by identifying the areas claimed by each.

3.7. The student will demonstrate knowledge of early English Adventurism in the New World by:

1. recognizing the importance of Cabot's voyages as giving England a claim to North America;
2. summarizing Drake's contribution to the Age of Exploration; and
3. evaluating the importance of the defeat of the Armada in leading to English colonization efforts.

3.8. The student will demonstrate knowledge of early Florida History by summarizing its exploration and settlement.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES:

Explain the impact of cultural and physical geography upon the development of the United States. (IO 2)

Explain the importance of individuals, events, and periods in United States history. (IO 4)

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE

Explain the short and long range effects of specific changes as they relate to major state, national and world events. (B1027)

COMPREHENSIVE TEST OF BASIC SKILLS:

86. The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science and sociology.

TEXTBOOK REFERENCES:

The American Nation, pages 48 - 88

The American Nation, Teacher's Edition, pages T5 - T8

Teacher's Resource Manual, B13 - B26, D6 - D11

COURSE TITLE: UNITED STATES HISTORY

UNIT 4.0: ENGLISH COLONIZATION

COUNTY COURSE OUTLINE:

4.1. Motivation

4.2. Earliest Colonies

- 4.2.1. Roanoke
- 4.2.2. Jamestown
- 4.2.3. Plymouth

4.3. Colonies

- 4.3.1. New England
- 4.3.2. Middle
- 4.3.3. Southern

4.4. Colonial Life

- 4.4.1. New England
- 4.4.2. Middle
- 4.4.3. Southern
- 4.4.4. Daily life
- 4.4.5. Mercantile Theory
- 4.4.6. Triangular Trade
- 4.4.7. Our Democratic Heritage

COUNTY PERFORMANCE OBJECTIVES:

4.1. The student will compare Spanish and French motives to English motives for colonization.

4.2. The student will summarize important facts about the earliest English settlements:

1. Roanoke;
2. Jamestown; and
3. Plymouth.

4.3. The student will describe geographic and economic features of the English colonies:

1. New England;
2. Middle; and
3. Southern.

4.4. The student will identify characteristics of English Colonial life by:

1. analyzing the Puritan life of New England;
2. describing the farms and religions of the Middle Colonies;
3. describing the plantation system of the Southern Colonies;
4. comparing the daily lives of colonists from the three regions;
5. defining mercantilism and explaining examples of colonial responsibilities under the theory;
6. drawing a triangular trade diagram indicating products and directions;
7. tracing events which led to the growth of democratic ideals in the colonies.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES:

Understand that there are multiple interpretations of any historical event. (IO 5)

Understand how cause and effect relationships precipitate change in the development of the United States. (IO 7)

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

Define advertising as a means to inform people about a firm's products or services, or to persuade people to purchase a firm's goods or services rather than those produced by a competitor. (H45)

Recognize misleading and non-misleading advertising. (H46)

Define government regulations as rules of conduct for consumers and producers. (T 83)

STANDARDS OF EXCELLENCE:

Given a dilemma situation, identify possible consequences and propose reasons for each. (F1111)

Compare and contrast the concept of toleration of religion with the concept of freedom of religion. (G1135)

COMPREHENSIVE TEST OF BASIC SKILLS:

85. The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes.
86. The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.

TEXTBOOK REFERENCES:

The American Nation, pages 88 - 141

The American Nation, Teacher's Edition, pages T9 - T15

Teacher's Resource Manual, pages B26 - B44, D12 - D22

COURSE TITLE: UNITED STATES HISTORY

UNIT 5.0: THE REVOLUTION

COUNTY COURSE OUTLINE:

5.1. The French and Indian War

  5.1.1. Causes
  5.1.2. Treaty of Paris (1763)
  5.1.3. Florida under the English

5.2. British Control - Colonial Resistance

  5.2.1. Navigation Acts
  5.2.2. Proclamation of 1763
  5.2.3. Quartering Act
  5.2.4. Stamp Act
  5.2.5. Townshend Acts
  5.2.6. Writs of Assistance
  5.2.7. Boston Massacre
  5.2.8. Boston Tea Party
  5.2.9. Intolerable Acts

5.3. Revolution

  5.3.1. Advantages of British/Americans
  5.3.2. Lexington and Concord
  5.3.3. Bunker Hill
  5.3.4. Second Continental Congress
  5.3.5. Declaration of Independence
  5.3.6. Foreign Assistance
  5.3.7. Trenton and Princeton
  5.3.8. Saratoga
  5.3.9. Valley Forge
  5.3.10. Other Battle Fronts
  5.3.11. Yorktown
  5.3.12. Treaty of Paris (1783)

5.4. Blacks in the Revolution

COUNTY PERFORMANCE OBJECTIVES:

5.1. The student will understand how the French and Indian War affected American Colonial life by:

1. summarizing the causes of the war;
2. discussing the elements of the Treaty of Paris (1763); and
3. describing how Florida was affected by the war.

5.2. The student will understand how the colonies grew increasingly resistent to British control in North America by:

1. evaluting colonial feelings about the Navigation Acts;
2. describing colonial defiance of the Proclamation of 1763;
3. discussing the injustices of the Quartering Act;
4. describing the violence brought about by the Stamp Act;
5. summarizing the provisions of the Townshend Acts;
6. explaining Writs of Assistance;
7. discussing the Boston Massacre;
8. evaluating the effect of the Boston Tea Party; and
9. evaluating the Intolerable Acts.

5.3. The student will demonstrate a knowledge of the significant events of the American Revolution by:

1. listing the advantages and disadvantages of each side;
2. discussing the importance of the battles at Lexington and Concord;
3. describing the battle at Bunker Hill;
4. discussing the actions of the Second Continental Congress;
5. analyzing the Declaration of Independence;
6. evaluating what foreign assistance was received by the Americans;
7. discussing the significance of Trenton and Princeton;
8. identifying Saratoga as a turning point;
9. describing the hardships of Valley Forge
10. tracing the development of the war through other battle fronts;
11. identifying the consequence of the battle of Yorktown; and
12. listing the provisions of the Treaty of Paris of 1783;

5.4. The student will discuss the role of American blacks in the Revolution

DEPARTMENT OF EDUCATION INTENDED OUTCOMES:

Explain the significance of the contributions of various ethnic and cultural groups to the development of the pluralistic society of the United States. (IO 6)

Understand the impact of values and ideals reflected in United States historical documents and symbols on society past and present. (IO 8)

FREE ENTERPRISE AND CONSUMER EDUCATION

MINIMUM OBJECTIVES:

Define government regulations as rules of conduct for consumers and producers. (T 83)

Identify kinds of taxes individuals may be required to pay. (T 84)

STANDARDS OF EXCELLENCE:

Synthesize information and ideas from conflicting sources (A1015)

Explain the short and long range effects of specific changes as they relate to major state, national and world events. (B1027)

Analyze historical documents to infer at least two definitions of patriotism (e.g., loyalty to country, loyalty to country's ideals). (G1138)

COMPREHENSIVE TEST OF BASIC SKILLS:

87. The student will demonstrate an understanding of historical persons, events or eras.

89. The student will demonstrate an understanding of individuals or groups in American or other societies.

TEXTBOOK REFERENCES:

The American Nation, pages 148 - 193, 774 - 777

The American Nation, Teacher's Edition, pages T16 - T21

Teacher's Resource Manual, pages B46 - B63, D23 - D32

COURSE TITLE: UNITED STATES HISTORY

UNIT 6.0: A PLAN OF GOVERNMENT

6.1. Articles of Confederation

- 6.1.1. Weaknesses
- 6.1.2. Land Ordinances
- 6.1.3. Shays' Rebellion

6.2. Constitutional Convention

- 6.2.1. The Meeting
- 6.2.2. Compromises

6.3. The Constitution

- 6.3.1. Federalism
- 6.3.2. Electoral College
- 6.3.3. Executive
- 6.3.4. Legislative
- 6.3.5. Judicial
- 6.3.6. Checks and Balances

6.4. Ratification and Bill of Rights

- 6.4.1. Adoption
- 6.4.2. Federalists and Anti-Federalists
- 6.4.3. The Amendments

COUNTY PERFORMANCE OBJECTIVES:

6.1. The student will demonstrate knowledge of the Articles of Confederation by:

1. summarizing the weaknesses of the Articles of Confederation;
2. explaining the significance of the Land Ordinances; and
3. discussing the causes and effects of Shays' Rebellion.

6.2. The student will understand the significance of the Constitutional Convention by:

1. evaluating reasons for calling a meeting to consider a plan for revising the Articles of Confederation; and
2. interpreting the major compromises reached while writing the Constitution.

BEST COPY AVAILABLE

6.3. The student will identify the Constitution as the foundation of a strong central government by:

1. explaining the concept of Federalism;
2. describing the features of the electoral process;
3. summarizing the qualifications and responsibilities of the Executive Branch;
4. summarizing the qualifications and responsibilities of the Legislative Branch;
5. summarizing the qualifications and responsibilities of the Judicial Branch; and
6. explaining the system of Checks and Balances and how it functions.

6.4. The student will demonstrate knowledge of the ratification of the Constitution and the Bill of Rights by:

1. describing the process for adoption of the Constitution;
2. classifying the major differences between the Federalists and Anti-Federalists which led to two interpretations of the Constitution; and
3. explaining the amending process and reviewing the amendments with emphasis on the Bill of Rights.

DEPARTMENT_OF_EDUCATION_INTENDED_OUTCOMES:

Understand the rights, liberties, and obligations of citizenship in various periods of U. S. History. (IO 11)

Understand the political development of the United States. (IO 12)

FREE_ENTERPRISE_AND_CONSUMER_EDUCATION MINIMUM_OBJECTIVES:

None

STANDARDS_OF_EXCELLENCE:

Evaluate the function of both lobby and interest groups. (G 1131)

Analyze the role of the bureaucracy in relationship to the Presidency, the Congress and the Courts. (G 1139)

Infer, using the Florida Constitution, the powers granted to states by the Federal Constitution. (G 1141)

Identify and discuss the effectiveness of local, state or federal laws designed to protect people and the environment. (H 1162)

COMPREHENSIVE_TEST_OF_BASIC_SKILLS:

87. The student will demonstrate an understanding of historical persons, events, or eras.

88. The student will demonstrate an understanding of the structures or functions of government.

TEXTBOOK_REFERENCES:

The_American_Nation, pages 196 - 213, 778 - 799

The_American_Nation, Teacher's Edition, pages T22 - T24

Teacher's_Resource_Manual, pages B64 - B70, D33 - D36, C1 - C27

COURSE TITLE: UNITED STATES HISTORY

UNIT 7.0: EARLY NATIONAL PERIOD

COUNTY COURSE OUTLINE:

7.1. Washington's Administration

- 7.1.1. Cabinet
- 7.1.2. Congress
- 7.1.3. Federal Courts
- 7.1.4. Hamilton's Financial Plan
- 7.1.5. Whiskey Rebellion
- 7.1.6. Frontier Problems
- 7.1.7. Political Parties
- 7.1.8. Neutrality Proclamation

7.2. Adams' Administration

- 7.2.1. XYZ Affair
- 7.2.2. Alien and Sedition Acts
- 7.2.3. Kentucky and Virginia Resolutions

7.3. Jefferson's Administration

- 7.3.1. Political Change
- 7.3.2. Marbury v. Madison
- 7.3.3. Louisiana Purchase
- 7.3.4. Barbary Pirates
- 7.3.5. Embargo Act

7.4. Madison's Administration

- 7.4.1. Reasons for War of 1812
- 7.4.2. Areas of Action
- 7.4.3. "The Star-Spangled Banner"
- 7.4.4. Hartford Convention

7.5. Monroe's Administration

- 7.5.1. Era of Good Feelings
- 7.5.2. Monroe Doctrine
- 7.5.3. Acquisition of Florida

7.6. United States Begins to Industrialize

7.7. New Transportation Systems

COUNTY PERFORMANCE OBJECTIVES:

7.1. The student will demonstrate knowledge of Washington's administration by:

1. explaining the origin of the Cabinet system;
2. summarizing some early Legislative tasks of the first Congress;
3. explaining the origin and structure of the Federal Court System;
4. evaluating Hamilton's financial plan;
5. analyzing the significance of the Whiskey Rebellion;
6. identifying the frontier problem and solution regarding the Indians and the Spanish;
7. comparing the characteristics of the first political parties; and
8. evaluating the Neutrality Proclamation and its goal.

7.2. The student will demonstrate knowledge of Adams' Administration by:

1. describing the XYZ Affair;
2. explaining the Alien and Sedition Acts; and
3. evaluating the Kentucky and Virginia resolutions as a Republican protest.

7.3. The student will demonstrate knowledge of Jefferson's Administration by:

1. discussing the peaceful transfer of power that comes with the election of 1800;
2. tracing the early development of the Supreme Court through the Marbury v. Madison case;
3. evaluating the effects of the acquisition and location of the Louisiana Purchase;
4. describing the problem with the Barbary Pirates; and
5. explaining the purpose and results of the Embargo Act.

7.4. The student will demonstrate knowledge of Madison's Administration by:

1. explaining the reasons for the War of 1812;
2. locating and describing the major conflicts in the War of 1812;
3. summarizing how "The Star-Spangled Banner" was written; and
4. identifying the idea of secession proposed by the Hartford Convention.

7.5. The student will demonstrate knowledge of Monroe's administration by:

1. describing the "Era of Good Feelings";
2. explaining the Monroe Doctrine; and
3. summarizing the reasons for the United States takeover and eventual acquisition of the areas of Florida.

7.6. The student will trace the development of early industrialization in the United States.

7.7. The student will list/locate examples of transportation developments by the mid-19th century.

DEPARTMENT_OF_EDUCATION_INTENDED_OUTCOMES:

Understand the relationships between past and present. (IO 1)

Explain the importance of individuals, events, and periods in Florida history. (IO 4)

FREE_ENTERPRISE_AND_CONSUMER_EDUCATION MINIMUM_OBJECTIVES:

Compare saving with a financial institution to saving at home (N 64)

STANDARDS_OF_EXCELLENCE:

Explain the significance of specific changes from the perspectives of various ethnic groups, social classes and cultures. (B 1030)

TEXTBOOK_REFERENCES:

The_American_Nation, pages 220 - 283

The_American_Nation, Teacher's Edition, pages T25 - T32

Teacher's_Resource_Manual, pages B72 - B93, D37 - D49

COURSE TITLE: UNITED STATES HISTORY

UNIT 8.0: JACKSONIAN DEMOCRACY

COUNTY COURSE OUTLINE:

8.1. Sectionalism Begins

8.2. Expansion of Democracy

- 8.2.1. Suffrage Widens
- 8.2.2. Nominating Conventions begin
- 8.2.3. Voting Changes

8.3. Jackson's Administration

- 8.3.1. Tariff Issue
- 8.3.2. Bank Issue

8.4. Reform Movement

- 8.4.1. Abolitionist Movement
- 8.4.2. Women's Rights
- 8.4.3. Handicapped
- 8.4.4. Temperance Movement

8.5. American Culture

COUNTY PERFORMANCE OBJECTIVES:

8.1. The student will define sectionalism and identify issues dividing the nation during Jackson's era.

8.2. The student will demonstrate an understanding of the expansion of democracy by:

1. recognizing the restrictions to suffrage and comparing these to the earlier National Period;
2. defining nominating convention and analyzing the role the common man played; and
3. evaluating the changes in the electoral system and recognizing that these changes led to a more democratic nation.

8.3. The student will identify major issues of Jackson's administration by:

1. comparing the North and the South on the issue of the tariff and describing the Nullification Crisis; and
2. summarizing Jackson's quarrel with the Bank and assessing its outcome.

8.4. The student will trace the development of reforms in the Jacksonian Era by:

1. explaining the goals of the Anti-Slavery Movement;
2. identifying the leaders of the women's rights movement;
3. identifying Dorothea Dix as an early reformer for prisons, hospitals and the handicapped; and
4. evaluating the Temperance Movement.

8.5. The student will describe the themes used by American writers during the Jacksonian Period.

DEPARTMENT_OF_EDUCATION_INTENDED_OUTCOMES:

Understand that there are multiple interpretations of any historical event. (IO 5)

Understand the rights, liberties, and obligations of citizenship in various periods of U.S. History. (IO 11)

Utilize the appropriate vocabulary, geographical, reference/study, critical thinking, and decision making skills. (IO 13)

Obtain appropriate information from diagrams, tables or schedules (Minimum Student Performance Standard: Reading F-26)

Obtain appropriate information from indexes, tables of contents, or dictionary entries (Minimum Student Performance Standard: Reading F27)

Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Writing B-16)

Apply the five steps of the decision making process:

1. Define the problem
2. List alternatives
3. State criteria
4. Evaluate alternatives
5. Make a decision

FREE_ENTERPRISE_AND_CONSUMER_EDUCATION MINIMUM_OBJECTIVES:

None

STANDARDS_OF_EXCELLENCE:

Given a delemma situation, identify possible consequences and propose reasons for each. (F 1111)

Explain how the political party system, including third parties, functions in the United States and in Florida. (G 1130)

COMPREHENSIVE_TEST_OF_BASIC_SKILLS:

87. The student will demonstrate an understanding of historical persons, events and eras.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science and sociology.

TEXTBOOK_REFERENCES:

The_American_Nation, pages 290 - 305 and 350 - 365

The_American_Nation, Teacher's Edition, pages T33 - T35, T41 - T43

Teacher's_Resource_Manual, pages B96 - B102, B118 - B124, D50 - D53, D63 - D66

COURSE TITLE: UNITED STATES HISTORY

UNIT 9.0: WESTWARD EXPANSION

COUNTY_COURSE_OUTLINE:

9.1. Moving Frontier

9.2. Manifest Destiny

9.3. Oregon

- 9.3.1. Whitmans
- 9.3.2. The Oregon Trail
- 9.3.3. Treaty with Great Britain

9.4. Texas Independence

- 9.4.1. Moses and Stephen Austin
- 9.4.2. Alamo and San Jacinto
- 9.4.3. Republic and Statehood

9.5. Mexican Cession

- 9.5.1. Reasons for the War with Mexico
- 9.5.2. Outcome of Mexican War

9.6. California

- 9.6.1. Discovery of gold
- 9.6.2. Changes in California

COUNTY_PERFORMANCE_OBJECTIVES:

9.1. The student will identify reasons why Americans moved West.

9.2. The student will define Manifest Destiny as it applies to American history and locate territorial additions.

9.3. The student will demonstrate an understanding of the settlement of the Oregon Country by:

1. identifying the first Americans to settle in Oregon including the Whitmans;
2. describing the hardships travelers on the Oregon Trail faced; and
3. describing the agreement reached between the United States and Great Britain to divide the Oregon Country.

9.4. The student will demonstrate an understanding of the settlement of Texas by:

1. identifying the first Americans to settle in Texas;
2. explaining how Texans won their independence in the battles of the Alamo and San Jacinto; and
3. describing the problems faced by the Republic of Texas.

9.5. The student will demonstrate an understanding of the annexation of the Mexican Cession by:

1. listing and explaining the reasons why the United States went to war with Mexico; and
2. describing the outcome of the Mexican War.

9.6. The student will demonstrate a knowledge of California by:

1. describing the effects of the discovery of gold; and
2. listing the changes which occured as a result.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES:

Explain the impact of cultural and physical geography upon the development of the United States. (IO 2)

Understand how cause and effect relationships precipitate change in the development of the United States. (IO 7)

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

Identify bias and how it affects explanation of data. (A 1016)

Given a dilemma situation, identify possible consequences and propose reasons for each. (F 1111)

COMPREHENSIVE TEST OF BASIC SKILLS:

85. The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

BEST COPY AVAILABLE

TEXTBOOK REFERENCES:

The American Nation, pages 308 - 329

The American Nation, Teacher's Edition, pages T36 - T38

Teacher's Resource Manual, pages B103 - B110, D54 - D58

COURSE TITLE: UNITED STATES HISTORY

UNIT 10.0: CAUSES OF THE CIVIL WAR

COUNTY COURSE OUTLINE:

10.1. Sectional Differences

10.2. Conflicts and Compromises

- 10.2.1. Slavery
- 10.2.2. Missouri Compromise
- 10.2.3. Compromise of 1850
- 10.2.4. Uncle Tom's Cabin
- 10.2.5. Kansas-Nebraska Act
- 10.2.6. Dred Scott
- 10.2.7. Formation of Republican Party
- 10.2.8. Harpers Ferry
- 10.2.9. Election of 1860

COUNTY PERFORMANCE OBJECTIVES:

10.1. The student will compare economic, social, and political differences between the North and South.

10.2. The student will demonstrate comprehension of the events leading to the Civil War by:

1. evaluating the effects of slavery;
2. identifying the issue involved in the Missouri Compromise and the provisions;
3. listing the provisions of the Compromise of 1850 and the arguments that were temporarily solved;
4. describing the impact of Harriet Beecher Stowe's book Uncle Tom's Cabin on the North and the South;
5. identifying that the Kansas-Nebraska Act repealed the Missouri Compromise;
6. explaining the Supreme Court ruling in the Dred Scott decision;
7. discussing the Republican Party's platform and the implication of the Party's formation to the South;
8. identifying the personalities involved in the Harpers Ferry Raid and the impact on the growing sectional conflict; and
9. analyzing the election of Lincoln and the South's decision to secede.

DEPARTMENT_OF_EDUCATION_INTENDED_OUTCOMES:

Understand the impact of values and ideals reflected in United States historical documents and symbols on society past and present. (IO 8)

Utilize the appropriate vocabulary, geographical, reference/study, critical thinking, and decision making skills. (IO 13)

Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26)

Obtain appropriate information from indexes, tables of contents, or dictionary entries (Minimum Student Performance Standard: Reading F-27)

Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories and newspapers (Minimum Student Performance Standard: F-29)

Arrange events in sequential order (Minimum Student Performance Standard: Writing B-16)

Apply the five steps of the decision making process:

1. Define the problem
2. List alternatives
3. State criteria
4. Evaluate alternatives
5. Make a decision

FREE_ENTERPRISE_AND_CONSUMER_EDUCATION MINIMUM_OBJECTIVES:

None

STANDARDS_OF_EXCELLENCE:

Identify bias and how it affects explanation of data. (A 1016)

Analyze the role of the bureaucracy in relationship to the Presidency, the Congress and the Courts. (G 1139)

COMPREHENSIVE_TEST_OF_BASIC_SKILLS:

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science and sociology.

TEXTBOOK REFERENCES:

The American Nation, pages 332 - 347 and 372 - 386

The American Nation, Teacher's Edition, pages T39 - T41, T44 - T46

Teacher's Resource Manual, pages B111 - B117, B127 - B134, D59 - D62, D67 - D71

COURSE TITLE: UNITED STATES HISTORY

UNIT 11.0: THE CIVIL WAR

COUNTY COURSE OUTLINE:

11.1. Secession and Formation of the C.S.A.

11.2. Comparison of Resources and Strategies

11.3. Battles

- 11.3.1. Fort Sumter
- 11.3.2. Bull Run
- 11.3.3. "Monitor" and "Virginia" ("Merrimac")
- 11.3.4. Grant in the West
- 11.3.5. Antietam/Emancipation Proclamation
- 11.3.6. Gettysburg
- 11.3.7. March to the Sea

11.4. Florida in the War

11.5. Appomattox

COUNTY PERFORMANCE OBJECTIVES:

11.1. The student will define secession and explain why the C.S.A. was formed.

11.2. The student will compare the resources of the North and the South and the strategy of each at the outbreak of War.

11.3. The student will demonstrate knowledge of Civil War battles by:

1. identifying where and when the first shots of the war were fired;
2. describing the First Battle of Bull Run;
3. explaining the significance of the "Monitor" and the "Merrimac" in naval warfare;
4. summarizing the major contributions of Grant in the Western Theater of War;
5. analyzing the effects of the Emancipation Proclamation which was issued as a result of the Battle of Antietam;
6. explaining why the Battle of Gettysburg was a turning point of the war; and
7. evaluating the significance of Sherman's March to the Sea.

11.4. The student will discuss the two major battles of the Civil War in Florida and Florida's contributions during the Civil War.

11.5. The student will describe the events and results of Appomattox.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES:

Understand relationships between past and present. (IO 1)

Explain the importance of individuals, events and periods in Florida history. (IO 4)

Utilize the appropriate vocabulary, geographical, reference/study, critical thinking, and decision making skills. (IO 13)

Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26)

Obtain appropriate information from indexes, tables of contents, or dictionary entries (Minimum Student Performance Standard: Reading F-27

Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories and newspapers (Minimum Student Performance Standard: F-29)

Arrange events in sequential order (Minimum Student Performance Standard: Writing B-16)

Apply the five steps of the decision making process:

1. Define the problem
2. List alternatives
3. State criteria
4. Evaluate alternatives
5. Make a decision

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS_OF_EXCELLENCE:

Select and defend a position or course of action consistent with established criteria. (A 1017)

Develop a set of criteria for judging proposed courses of action in terms of actual and projected consequences. (A 1018)

COMPREHENSIVE_TEST_OF_BASIC_SKILLS:

86. The student will demonstrate an understanding of economic concepts, employment, technology or commerce.

87. The student will demonstrate an understanding of historical persons, events or eras.

TEXTBOOK_REFERENCES:

The_American_Nation, pages 386 - 413

The_American_Nation, Teacher's Edition, T46 - T50

Teacher's_Resource_Manual, pages B133 - B142, D72 - D76

COURSE TITLE: UNITED STATES HISTORY

UNIT 12.0: RECONSTRUCTION

12.1. Lincoln's Plan

12.2. Lincoln's Assassination

12.3. Johnson's Plan

12.4. Radical Republicans

    12.4.1. Radical Freedmen's Plight
    12.4.2. Radical Reconstruction
    12.4.3. Impeachment
    12.4.4. Amendments

12.5. Life under Reconstruction

12.6. End of Reconstruction

    12.6.1. The Election of 1876
    12.6.2. Social and Political Changes in the South

COUNTY PERFORMANCE OBJECTIVES:

12.1. The student will describe Lincoln's Ten Percent Plan.

12.2. The student will summarize the events surrounding Lincoln's assassination.

12.3. The student will describe President Johnson's Reconstruction Plan and its impact on Congress.

12.4. The student will explain the rise of the Radical Republicans by:

1. describing the life of the Freedman after the War;
2. summarizing the Radical's Reconstruction Plan;
3. discussing the impeachment of Andrew Johnson; and
4. explaining the provisions and impact of the three Amendments passed during Reconstruction;

12.5. The student will describe life in the South during Reconstruction.

12.6. The student will explain how the Reconstruction Era ended and its aftermath by:

1. discussing the disputed election of 1876 and its solution; and
2. tracing the rebirth of white supremacy in the South and the passage of "Jim Crow" laws.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES:

Understand how cause and effect relationships precipitate change in the development of the United States. (IO 7)

Understand the impact of values and ideals reflected in United States documents and symbols on society past and present. (IO 8)

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARD OF EXCELLENCE:

Define the concept of due process and give examples of its use in the United States. (G 1133)

Give examples, both positive and negative, of due process. (G 1134)

COMPREHENSIVE TEST OF BASIC SKILLS:

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science and sociology.

TEXTBOOK REFERENCES:

The American Nation, pages 416 - 431

The American Nation, Teacher's Edition, pages T51 - T53

Teacher's Resource Manual, pages B143 - B147, D77 - D80

COURSE TITLE: UNITED STATES HISTORY

UNIT 13.0: INDUSTRIALIZATION

COUNTY COURSE OUTLINE:

13.1. Growth of industry up to 1860

13.2. Industrial growth from 1860

- 13.2.1. Railroads
- 13.2.2. Industrialists and Inventors

13.3. Results of Industrialization

13.4. Labor Discontent

- 13.4.1. Working Conditions
- 13.4.2. Knights of Labor/American Federation of Labor

13.5. Florida's Industrial Leaders

COUNTY PERFORMANCE OBJECTIVES:

13.1. The student will identify key figures in America's early industrialization.

13.2. The student will demonstrate a knowledge of the elements which made the United States a major industrial power by:

1. discussing the development of the railroads; and
2. listing the major industrial leaders and inventors in America and evaluating their impact.

13.3. The student will describe the benefits and problems of living in an industrial society.

13.4. The student will evaluate problems of labor by:

1. discussing early working conditions; and
2. identifying early labor unions and the role they played in improving conditions.

13.5. The student will identify the industrialists who had a major impact on Florida's growth.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES:

Explain the impact of cultural and physical geography upon the development of the United States. (IO 2)

Explain the importance of individuals, events, and periods in United States history. (IO 3)

Evaluate how scientific and technological changes have influenced the historical development of the United States. (IO 9)

Explain the basic concepts of the free enterprise system as practiced in the United States. (IO 10)

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

Define consumption as the use of goods and services. (K-50)

Define impulse buying. (K-53)

Define planned buying. (K54)

STANDARDS OF EXCELLENCE

Describe a potential business and explain how natural resources, labor, capital goods and entrepeneurial skills would be involved in its operation. (D 1064)

Identify the risks associated in alternative types of consumer personal investment. (D 1072)

COMPREHENSIVE TEST OF BASIC SKILLS:

86. The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.

87. The student will demonstrate an understanding of historical persons, events, or eras.

TEXTBOOK REFERENCES:

The American Nation, pages 265 - 276 (review), pages 460 - 477

The American Nation, Teacher's Edition, pages T57 - T59

Teacher's Resource Manual, pages B160 - B167, D86 - D89

COURSE TITLE: UNITED STATES HISTORY

UNIT 14.0: DISAPPEARING FRONTIER

COUNTY COURSE OUTLINE:

14.1. Indian Problems

14.2. Cattle Kingdom

14.3. Pioneer Farmers

14.4. Farm Discontent and the National Grange

COUNTY PERFORMANCE OBJECTIVES:

14.1. The student will describe the conflict between Native Americans and pioneer settlers.

14.2. The student will define Cattle Kingdom and explain its influence on the history of the United States.

14.3. The student will list the problems faced by the pioneer farmer.

14.4. The student will demonstrate comprehension of farm discontent by explaining the purpose of the Grange Laws passed in many states.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES:

Explain the basic concepts of the free enterprise system as practiced in the United States. (IO 10)

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE

Synthesize information and ideas from conflicting sources. (A 1015)

COMPREHENSIVE TEST OF BASIC SKILLS:

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

TEXTBOOK REFERENCES:

The American Nation, pages 438 - 457

The American Nation, Teacher's Edition, pages T54 - T56

Teacher's Resource Manual, pages B152 - B159; D81 - D85

COURSE TITLE: UNITED STATES HISTORY

UNIT 15.0: URBAN AMERICA

COUNTY COURSE OUTLINE:

15.1. Immigration

15.2. Cities

COUNTY PERFORMANCE OBJECTIVES:

15.1. The student will identify major ethnic groups who immigrated to the United States during the Old Immigration and the New Immigration periods.

15.2. The student will explain the reasons for the growth of cities and the impact of city life on American society.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Understand that there are multiple interpretations of any historical event. (IO 5)

Explain the significance of the contributions of various ethnic and cultural groups to the development of the pluralistic society of the United States. (IO 6)

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

Develop a set of criteria for judging proposed courses of action in terms of actual and projected consequences. (A 1018)

COMPREHENSIVE TEST OF BASIC SKILLS:

87. The student will demonstrate an understanding of historical persons, events, or eras.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

TEXTBOOK REFERENCES:

The American Nation, pages 480 - 497

The American Nation, Teacher's Edition, pages T60 - T62

Teacher's Resource Manual, pages B168 - B174, D90 - D94

COURSE TITLE: UNITED STATES HISTORY

UNIT 16.0 POPULISTS AND PROGRESSIVES

COUNTY COURSE OUTLINE:

16.1 Populist Movement

16.2. Progressives

  16.2.1. Muckrakers
  16.2.2. Social Reforms
  16.2.3. Roosevelt, Taft, and Wilson
  16.2.4. W.E.B.DuBois and the N.A.A.C.P.

COUNTY PERFORMANCE OBJECTIVES:

16.1. The student will demonstrate knowledge of the Populist Movement by discussing the Populist's influence on government and policies.

16.2. The student will demonstrate knowledge of the Progressive Movement by:

1. evaluating the influence of the Muckrakers on the Progressive Movement;
2. analyzing the social reforms which resulted from the Progressive Movement;
3. summarizing reforms of Presidents Roosevelt, Taft, and Harding; and
4. explaining the contribution of W.E.B. Dubois and the N.A.A.C.P.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES:

Understand how cause and effect relationships precipitate change in the development of the United States. (IO 7)

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

Given a dilemma situation, identify possible consequences and propose reasons for each. (F 1111)

COMPREHENSIVE TEST OF BASIC SKILLS:

87. The student will demonstrate an understanding of historical persons, events, or eras.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

TEXTBOOK REFERENCES:

The American Nation, pages 504 - 523

The American Nation, Teacher's Edition, pages T63 - T65

Teacher's Resource Manual, pages B176 - B 183, D94 - D98

COURSE TITLE: UNITED STATES HISTORY

UNIT 17.0: RISE TO WORLD POWER

COUNTY COURSE OUTLINE:

17.1. America in the Pacific

17.2. Spanish American War

- 17.2.1. "USS Maine"
- 17.2.2. Manila Bay
- 17.2.3. San Juan Hill
- 17.2.4. Treaty of Paris (1898)
- 17.2.5. United States Gains Commonwealth
- 17.2.6. Florida's Role in the War

17.3. Panama Canal

17.4. United States and Latin America

17.5. World War I

- 17.5.1. Causes
- 17.5.2. United States Involvement in Europe
- 17.5.3. Treaty of Versailles
- 17.5.4. League of Nations

COUNTY PERFORMANCE OBJECTIVES:

17.1. The student will explain the background of America's involvement and interest in the Pacific.

17.2. The student will demonstrate a knowledge of the events and significance of the Spanish American War by:

1. explaining the importance of the "USS Maine";
2. describing the Battle of Manila Bay;
3. describing the Battle of San Juan Hill;
4. summarizing the provisions of the Treaty of Paris (1898);
5. discussing the territorial possessions of the United States in 1898; and
6. discussing Florida's role in the invasion of Cuba in 1898.

17.3. The student will trace the events surrounding the building of the Panama Canal and its significance.

17.4. The student will discuss the background of the United States involvement in Latin America.

BEST COPY AVAILABLE

17.5. The student will demonstrate a knowledge of United States involvement in World War I by:

1. summarizing causes of the war;
2. explaining how the United States was involved with Allied nations;
3. listing the personalities involved in and provisions of the Treaty of Versailles; and
4. analyzing the reasons why the United States refused to join the League of Nations.

DEPARTMENT_OF_ECUCATION_INTENDED_OUTCOMES:

Explain the importance of individuals, events, and periods in United States history. (IO 3)

Understand how cause and effect relationships precipitate change in historical development of the United States. (IO 7)

FREE_ENTERPRISE_AND_CONSUMER_EDUCATION MINIMUM_OBJECTIVES:

None

STANDARDS_OF_EXCELLENCE:

Iidentify bias and how it affects explanation of data. (A 1016)

COMPREHENSIVE_TEST_OF_BASIC_SKILLS:

85. The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

TEXTBOOK_REFERENCES:

The_American_Nation, pages 526 - 567

The_American_Nation, Teacher's Edition, pages T66 - T71

Teacher's_Resource_Manual, pages B184 - B197, D99 - D105

COURSE TITLE: UNITED STATES HISTORY

UNIT 18.0: BETWEEN THE WORLD WARS

COUNTY COURSE OUTLINE:

18.1. The Twenties

- 18.1.1. Harding and Coolidge
- 18.1.2. New Technology
- 18.1.3. Prohibition
- 18.1.4. Social Changes in the 20's

18.2. The Depression Era

- 18.2.1. Causes
- 18.2.2. Hoover's Attempts
- 18.2.3. Roosevelt's New Deal

COUNTY PERFORMANCE OBJECTIVES

18.1. The student will demonstrate knowledge of the 1920's by:

1. describing events or policies of the Harding-Coolidge period;
2. listing examples of new technology of the period;
3. evaluating the effects of Prohibition; and
4. discussing social movements during the Twenties.

18.2. The student will demonstrate knowledge of the Depression Era by:

1. summarizing underlying causes of the Great Depression;
2. describing President Hoover's efforts to combat the growing depression; and
3. summarizing New Deal programs begun by F.D. Roosevelt.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES:

Explain the importance of individuals, events, and periods in United States history. (IO 3)

Explain the basic concepts of the free enterprise system as practiced in the United States. (IO 10)

Recognize the political development of the United States. (IO 12)

FREE ENTERPRISE AND CONSUMER EDUCATION

MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

Propose alternatives, based on economic principles, for resolving some current issues. (D 1065)

Explain the difference between elastic and inelastic demand and state an example of each. (D 1069)

Describe the mechanism in a market economy that generates equilibrium prices. (D 1071)

COMPREHENSIVE TEST OF BASIC SKILLS:

86. The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

TEXTBOOK REFERENCES:

The American Nation, 26 - 27, pages 574 - 619

The American Nation, Teacher's Edition, pages T72 - T77

Teacher's Resource Manual, pages B200 - B214, D106 - D114

COURSE TITLE: UNITED STATES HISTORY

UNIT 19.0: WORLD WAR II

COUNTY COURSE OUTLINE:

19.1. Rise of European Dictators

19.2. United States attempts to remain neutral

19.3. Pearl Harbor

19.4. War in Europe and the Pacific

19.5. Holocaust

19.6. Relocation Camps in the United States

19.7. Truman and the Atomic Bomb

COUNTY PERFORMANCE OBJECTIVES:

19.1. The student will identify the three major European dictators and describe life under each.

19.2. The student will discuss the United States' attempt to remain neutral at the outbreak of World War II.

19.3. The student will trace the events surrounding the Japanese bombing of Pearl Harbor.

19.4. The student will summarize major events in the European and Pacific Theaters in World War II.

19.5. The student will describe the Holocaust.

19.6. The student will discuss the reasons for Japanese-American Relocation camps and resulting problems.

19.7. The student will discuss and evaluate the reasons for Truman's decision to use the Atomic bomb and its aftermath.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES:

Understand how cause and effect relationships precipitate change in historical development of the United States. (IO 7)

Utilize the appropriate vocabulary, geographical, reference/study, critical thinking, and decision making skills. (IO 13)

Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26)

Obtain appropriate information from indexes, tables of contents, or dictionary entries (Minimum Student Performance Standard: Reading F-27)

Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Reading F-29)

Arrange events in sequential order (Minimum Student Performance Standard: Writing B-16)

Apply the five steps of the decision making process:

1. Define the problem
2. List alternatives
3. State criteria
4. Evaluate alternatives
5. Make a decision

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

Evaluate the effects of social and economic actions on science and technology. (H 1172)

Analyze the significance of specialization to science and technology. (H 1174)

Analyze the impact of technology on science and society. (H 1175)

COMPREHENSIVE TEST OF BASIC SKILLS:

87. The student will demonstrate an understanding of historical persons, events or eras.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

TEXTBOOK REFERENCES:

The American Nation, pages 622 - 643

The American Nation, Teacher's Edition, pages T78 - T81

Teacher's Resource Manual, pages B215 - 223, D115 - D119

COURSE TITLE: UNITED STATES HISTORY

UNIT 20.0. POST WORLD WAR II PERIOD

COUNTY COURSE OUTLINE:

20.1. The United Nations

20.2. The Cold War

- 20.2.1. Europe
- 20.2.2. Asia
- 20.2.3. Other Hot Spots
- 20.2.4. Florida's Role in the Cuban Missile Crisis

20.3. Civil Rights Movement

20.4. Nixon to the Present

COUNTY PERFORMANCE OBJECTIVES:

20.1. The student will explain the establishment and purpose of the United Nations.

20.2. The student will show an understanding of the Cold War by:

1. explaining post-war events in Europe;
2. explaining events in Asia;
3. identifying areas of conflict between East and West; and
4. describing events in Florida during the Cuban Missile Crisis.

20.3. The student will identify the major personalities and events in the American Civil Rights Movement.

20.4. The student will list the major events which have occurred since the election of Richard Nixon.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES:

Evaluate how scientific and technological changes have influenced the historical development of the United States. (IO 9)

Explain the basic concepts of the free enterprise system as practiced in the United States. (IO 10)

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM STANDARDS:

None

STANDARDS OF EXCELLENCE:

Distinguish between and give examples of inequality and inequity. (G 1136)

COMPREHENSIVE TEST OF BASIC SKILLS:

87. The student will demonstrate an understanding of historical persons, events, or eras.

89. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

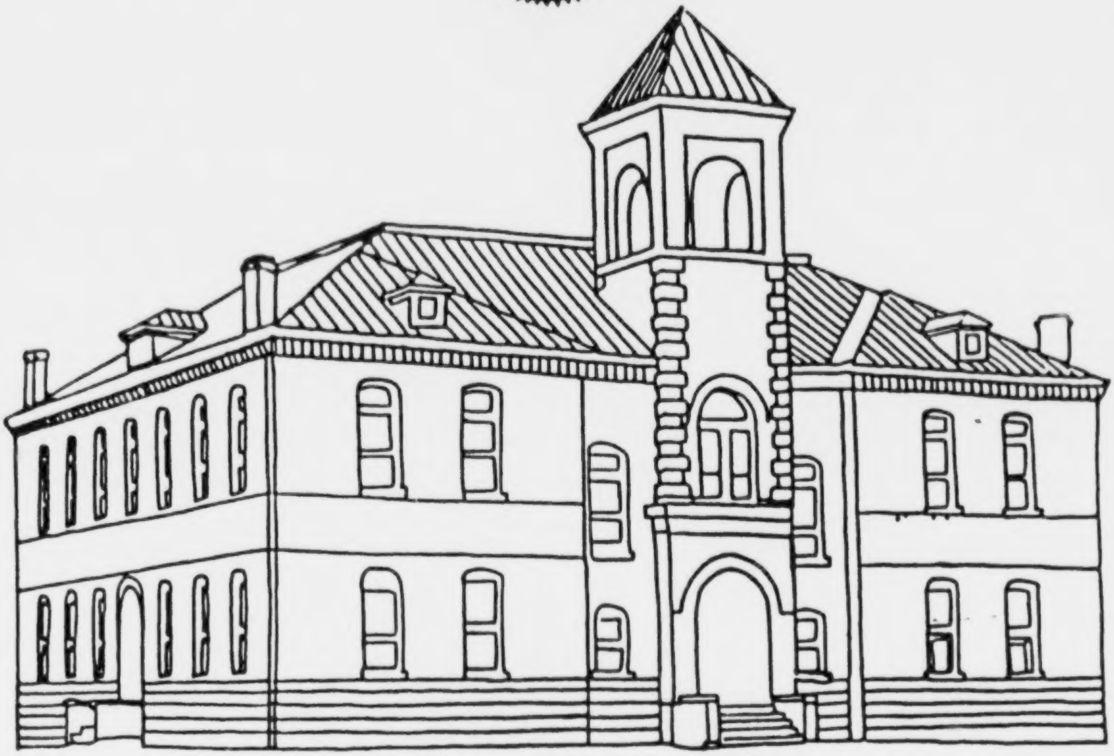
TEXTBOOK REFERENCES:

The American Nation, pages 650 - 737

The American Nation, Teacher's Edition, pages T82 - T92

Teacher's Resource Manual, pages B225 - B254, D120 - D134

THE SCHOOL BOARD OF SEMINOLE COUNTY
STATE OF FLORIDA



The Margaret K. Reynolds Building

ADVANCED
UNITED
STATES
HISTORY

GRADE 8

BEST COPY AVAILABLE

COURSE TITLE

COURSE CODE NUMBER 2100020

COURSE TITLE . . . . United States History

INSTRUCTIONAL LEVEL . . . . Advanced

GRADE LEVEL 8

CREDIT 1

LENGTH OF COURSE . . . . Year

TEXTBOOK . . . . Garraty,John A., *American History*(Orlando :Harcourt,Brace,Jovanovich,1986).

COURSE OUTLINE

ADVANCED UNITED STATES HISTORY

- 1.0 Skills
  - 1.1 Gathering Information
    - 1.1.1. Tables
    - 1.1.2. Graphs
    - 1.1.3. Charts
    - 1.1.4. Timelines
    - 1.1.5. Maps
    - 1.1.6. Illustrations
    - 1.1.7. Textbook Survey
  - 1.2 Study Skills
    - 1.2.1. Historical Reference
    - 1.2.2. Taking Notes
    - 1.2.3. Outlining
    - 1.2.4. Summarizing
  - 1.3 Inquiry Skills
    - 1.3.1. Primary/Secondary Sources
    - 1.3.2. Fact/Opinion
    - 1.3.3. Classifying Information
    - 1.3.4. Generalizing
    - 1.3.5. Inference
    - 1.3.6. Cause and Effect
- 2.0 First Americans
  - 2.1 Migration
  - 2.2 Cultural Areas
- 3.0 Discovery and Exploration
  - 3.1 Vikings
  - 3.2 Background in Europe
    - 3.2.1. Crusades - Marco Polo
    - 3.2.2. European Trade Rivalries
    - 3.2.3. Renaissance
  - 3.3 Portuguese
  - 3.4 Spanish
    - 3.4.1. Columbus, Vespucci, and Magellan
    - 3.4.2. Conquistadors
  - 3.5 French
    - 3.5.1. Cartier
  - 3.5 French
    - 3.5.2. Champlain
    - 3.5.3. Marquette/Joliet
    - 3.5.4. LaSalle
  - 3.6 Dutch and Sweedes
  - 3.7 English
    - 3.7.1. Cabot
    - 3.7.2. Drake
    - 3.7.3. The Armada
  - 3.8 Early Settlement in Florida
- 4.0 English Colonization
  - 4.1 Motivation
  - 4.2 Earliest Colonies
    - 4.2.1. Roanoke
    - 4.2.2. Jamestown
    - 4.2.3. Plymouth
  - 4.3 Colonies
    - 4.3.1. New England
    - 4.3.2. Southern
    - 4.3.3. Middle
  - 4.4 Colonial Life
    - 4.4.1. Women
    - 4.4.2. Land
    - 4.4.3. Slavery
    - 4.4.4. Economy
    - 4.4.5. Mercantilism/Triangular Trade
    - 4.4.6. Daily Life
    - 4.4.7. Government
- 5.0 The Revolution
  - 5.1 The French and Indian War
    - 5.1.1. Causes
    - 5.1.2. Treaty of Paris (1763)
    - 5.1.3. Florida under the English
  - 5.2 British Control - Colonial Resistance
    - 5.2.1. Navigation Acts
    - 5.2.2. Proclamation of 1763

COURSE OUTLINE

ADVANCED UNITED STATES HISTORY

- 5.2 British Control - Colonial Resistance
  - 5.2.3. Sugar Act
  - 5.2.4. Quartering Act
  - 5.2.5. Stamp Act
  - 5.2.6. Declaratory Act
  - 5.2.7. Writs of Assistance
  - 5.2.8. Townshend Acts
  - 5.2.9. Boston Massacre
  - 5.2.10. Boston Tea Party
  - 5.2.11. Intolerable Acts

- 5.3 Revolution
  - 5.3.1. Advantages of British/Americans
  - 5.3.2. Lexington and Concord
  - 5.3.3. Bunker Hill
  - 5.3.4. Second Continental Congress
  - 5.3.5. Declaration of Independence
  - 5.3.6. Foreign Assistance
  - 5.3.7. Trenton and Princeton
  - 5.3.8. Saratoga
  - 5.3.9. Valley Forge
  - 5.3.10. Southern Campaign
  - 5.3.11. Western Campaign
  - 5.3.12. Yorktown
  - 5.3.13. Treaty of Paris (1783)

- 5.4 Blacks in Revolution

6.0 A Plan of Government
- 6.1 Articles of Confederation
  - 6.1.1. Land Ordinances
  - 6.1.2. Weaknesses
  - 6.1.3. Shays' Rebellion

- 6.2 Constitutional Convention
  - 6.2.1. The Meeting
  - 6.2.2. Compromises

- 6.3 The Constitution
  - 6.3.1. Federalism
  - 6.3.2. Electoral College

- 6.3 The Constitution
  - 6.3.3. Executive
  - 6.3.4. Legislative
  - 6.3.5. Judicial
  - 6.3.6. Checks and Balances

- 6.4 Ratification and Bill of Rights
  - 6.4.1. Adoption
  - 6.4.2. Federalists and Anti-Federalists
  - 6.4.3. The Amendments

7.0 Early National Period
- 7.1 Washington's Administration
  - 7.1.1. Cabinet
  - 7.1.2. Judiciary Act of 1789
  - 7.1.3. Hamilton's Financial Plan
  - 7.1.4. Neutrality Proclamation
  - 7.1.5. Frontier Problems
  - 7.1.6. Whiskey Rebellion
  - 7.1.7. Farewell Address
  - 7.1.8. Political Parties

- 7.2 Adams' Administration
  - 7.2.1. XYZ Affair
  - 7.2.2. Alien and Sedition Acts
  - 7.2.3. Kentucky and Virginia Resolutions

- 7.3 Jefferson's Administration
  - 7.3.1. Political Changes
  - 7.3.2. Marbury v. Madison
  - 7.3.3. Louisiana Purchase
  - 7.3.4. The Navy
  - 7.3.5. Embargo Act

- 7.4 Madison's Administration
  - 7.4.1. Reasons for War of 1812
  - 7.4.2. Areas of Action
  - 7.4.3. "The Star-Spangled Banner"

COURSE OUTLINE

ADVANCED UNITED STATES HISTORY

- 7.4 Madison's Administration
  - 7.4.4. Hartford Convention
- 7.5 Monroe's Administration
  - 7.5.1. Acquisition of Florida
  - 7.5.2. Era of Good Feelings
  - 7.5.3. Monroe Doctrine
- 7.6 United States Begins to Industrialize
- 7.7 New Transportation Systems

- 8.0 Jacksonian Democracy
  - 8.1 Sectionalism Begins
  - 8.2 Expansion of Democracy
    - 8.2.1. Suffrage Widens
    - 8.2.2. Nominating Conventions Begin
    - 8.2.3. Voting Changes
  - 8.3 Jackson's Administration
    - 8.3.1. Tariff Issue
    - 8.3.2. Bank Issue
  - 8.4 Reform Movement
    - 8.4.1. Abolitionist Movement
    - 8.4.2. Women's Rights
    - 8.4.3. Ideal Community
    - 8.4.4. Handicapped
    - 8.4.5. Temperance Movement
  - 8.5 American Culture

- 9.0 Westward Expansion
  - 9.1 Moving Frontier
  - 9.2 Texas Independence
    - 9.2.1. Moses and Stephen Austin
    - 9.2.2. Alamo and San Jacinto
    - 9.2.3. Republic and Statehood
  - 9.3 Manifest Destiny
  - 9.4 Oregon
    - 9.4.1. Whitmans
    - 9.4.2. The Oregon Trail
    - 9.4.3. Treaty with Great Britain
  - 9.5 Mexican Cession
    - 9.5.1. Reasons for the War with Mexico
    - 9.5.2. Outcome of Mexican War
  - 9.6 California
    - 9.6.1. Discovery of gold
    - 9.6.2. Changes in California

- 10.0 Causes of the Civil War
  - 10.1 Sectional Differences
  - 10.2 Conflicts and Compromises
    - 10.2.1. Missouri Compromise
    - 10.2.2. Compromise of 1850
    - 10.2.3. Slavery
    - 10.2.4. *Uncle Tom's Cabin*
    - 10.2.5. Kansas-Nebraska
    - 10.2.6. Formation of the
    - 10.2.7. Dred Scott
    - 10.2.8. Harper's Ferry
    - 10.2.9. Election of 1860

- 11.0 The Civil War
  - 11.1 Secession and Formation of the C.S.A.
  - 11.2 Comparison of Resources and Strategies
  - 11.3 Battles
    - 11.3.1. Fort Sumter
    - 11.3.2. Bull Run
    - 11.3.3. "Monitor" and "Virginia" ("Merrimac")
    - 11.3.4. Antietam/Emancipation Proclamation
    - 11.3.5. Gettysburg
    - 11.3.6. Grant in the West
    - 11.3.7. March to the Sea

COURSE OUTLINE

ADVANCED UNITED STATES HISTORY

- 11.4 Florida in the War
- 11.5 Appomattox

12.0 Reconstruction
- 12.1 Lincoln's Plan
- 12.2 Lincoln's Assassination
- 12.3 Johnson's Plan
- 12.4 Radical Republicans
  - 12.4.1. Freedmen's Plight
  - 12.4.2. Radical Reconstruction
  - 12.4.3. Impeachment
  - 12.4.4. Amendments
- 12.5 Life under Reconstruction
- 12.6 End of Reconstruction
  - 12.6.1. The Election of 1876
  - 12.6.2. Social and Political Changes in the South

13.0 Industrialization
- 13.1 Growth of industry up to 1860
- 13.2 Industrial growth from 1860
  - 13.2.1. Railroads
  - 13.2.2. Industrialists and Inventors
- 13.3 Results of Industrialization
- 13.4 Labor Discontent
  - 13.4.1. Working Conditions
  - 13.4.2. Knights of Labor/American Federation of Labor
- 13.5 Florida's Industrial Leaders

14.0 Disappearing Frontier
- 14.1 Indian Problems
- 14.2 Cattle Kingdom
- 14.3 Pioneer Farmers
- 14.4 Frontier Disappears

15.0 Urban America
- 15.1 Immigration
- 15.2 Cities
- 15.3 Problems/Adjustments of Urbanization

16.0 Populists and Progressives
- 16.1 Farm Discontent and the National Grange
- 16.2 Populist Movement
  - 16.2.1. Demands for Reform
  - 16.2.2. Influences
- 16.3 Progressives
  - 16.3.1. Muckrakers
  - 16.3.2. Reformers in the Courts
  - 16.3.3. Roosevelt and the Trusts
  - 16.3.4. Wilson and Reform
  - 16.3.5. W.E.B. DuBois and the N.A.A.C.P.

17.0 Rise to World Power
- 17.1 America in the Pacific
- 17.2 United States and Latin America
- 17.3 Spanish American War
  - 17.3.1. "USS Maine"
  - 17.3.2. Manila Bay
  - 17.3.3. San Juan Hill
  - 17.3.4. Treaty of Paris (1898)
  - 17.3.5. United States Gains Commonwealth
  - 17.3.6. Florida's Role in the War
- 17.4 Panama Canal
- 17.5 World War I
  - 17.5.1. Causes
  - 17.5.2. United States Involvement in Europe
  - 17.5.3. Treaty of Versailles
  - 17.5.4. League of Nations

COURSE OUTLINE

ADVANCED UNITED STATES HISTORY

- 18.0 Between the World Wars
  - 18.1 The Twenties
    - 18.1.1. Foreign Policy
    - 18.1.2. Social Changes
    - 18.1.3. Prohibition
    - 18.1.4. New Technology
    - 18.1.5. Harding and Coolidge
  - 18.2 The Depression Era
    - 18.2.1. Causes
    - 18.2.2. Hoover's Attempts
    - 18.2.3. Roosevelt's New Deal
- 19.0 World War II
  - 19.1 Rise of European Dictators
  - 19.2 United States attempts to remain neutral
  - 19.3 Pearl Harbor
  - 19.4 Relocation Camps in the United States
  - 19.5 War in Europe
  - 19.6 Holocaust
  - 19.7 War in the Pacific
  - 19.8 Truman and the Atomic Bomb
- 20.0 Post World War II Period
  - 20.1 The United Nations
  - 20.2 The Cold War
    - 20.2.1. Europe
    - 20.2.2. Asia
    - 20.2.3. Other Hot Spots
    - 20.2.4. Florida's Role in the Cuban Missile Crisis
  - 20.3 Domestic Issues
    - 20.3.1. Minorities
    - 20.3.2. Anti-War Movement/Civil Disobedience
    - 20.3.3. Women's Rights
    - 20.3.4. Nuclear Question
  - 20.4 Nixon to the Present

COURSE TITLE: ADVANCED UNITED STATES HISTORY

UNIT 1.0: SKILLS

COUNTY COURSE OUTLINE:

1.1. Gathering Information

- 1.1.1. Tables
- 1.1.2. Graphs
- 1.1.3. Charts
- 1.1.4. Timelines
- 1.1.5. Maps
- 1.1.6. Illustrations
- 1.1.7. Textbook Survey

1.2. Study Skills

- 1.2.1. Historical Reference
- 1.2.2. Taking Notes
- 1.2.3. Outlining
- 1.2.4. Summarizing

1.3. Inquiry Skills

- 1.3.1. Primary/Secondary Sources
- 1.3.2. Fact/Opinion
- 1.3.3. Classifying Information
- 1.3.4. Generalizing
- 1.3.5. Inference
- 1.3.6. Cause and Effect

COUNTY PERFORMANCE OBJECTIVES:

1.1. Students will demonstrate the ability to gather information by:

1. analyzing specific facts from tables;
2. analyzing specific facts from graphs;
3. analyzing specific facts from charts;
4. labeling and explaining information on a timeline;
5. selecting specific facts from historical maps by using a legend;
6. inferring specific facts from illustrations; and
7. understanding and using various parts of the text.

1.2. Students will demonstrate knowledge of study skills by:

1. locating and evaluating appropriate sources of information on a subject;
2. taking notes from sources;
3. outlining material; and
4. summarizing historical information.

1.3. To demonstrate knowledge of the tools of inquiry, students will:

1. determine if a reading is a primary or secondary source;
2. identify statements as fact or opinion;
3. classify information according to a given criteria;
4. make a generalized statement based on data;
5. draw inferences from factual data; and
6. identify events which are examples of a cause and effect relationship.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES:

Utilize the appropriate vocabulary, geographical, reference/ study, critical thinking, and decision making skills. (IO 13)

Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26)

Obtain appropriate information from indexes, tables of contents, or dictionary entries (Minimum Student Performance Standard: Reading F-27)

Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Reading F-29)

Arrange events in sequential order (Minimum Student Performance Standard: Writing B-16)

Apply the five steps of the decision making process:

1. Define the problem
2. List alternatives
3. State criteria
4. Evaluate alternatives
5. Make a decision

FREE_ENTERPRISE_AND_CONSUMER_EDUCATION
MINIMUM_OBJECTIVES:

None

STANDARDS_OF_EXECLLENCE:

None

COMPREHENSIVE_TEST_OF_BASIC_SKILLS:

85. The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes.

TEXTBOOK_REFERENCES:

American_History, Teacher's Edition, page Tiii - Tvi

Teacher's_Resource_Book, pages 1 - 23

COURSE TITLE: ADVANCED UNITED STATES HISTORY

UNIT 2.0: FIRST AMERICANS

COUNTY COURSE OUTLINE:

2.1. Migration

2.2. Cultural Areas

COUNTY PERFORMANCE OBJECTIVES:

2.1. The student will illustrate the routes of the first Americans.

2.2. The student will compare the cultures of the first Americans.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES:

Analyze the relationships between past and present. (IO 1)

Assess the impact that major individuals, events, and periods have had on United States History. (IO 3)

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

Synthesize information and ideas from conflicting sources. (A1015)

COMPREHENSIVE TEST OF BASIC SKILLS:

87. The student will demonstrate an understanding of historical persons, events, or eras.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

TEXTBOOK REFERENCES:

American History, Pages 2 - 10

American History, Teacher's Edition, pages T11 - T13

COURSE TITLE: ADVANCED UNITED STATES HISTORY

UNIT 3.0: DISCOVERY AND EXPLORATION

COUNTY COURSE OUTLINE:

3.1. Vikings

3.2. Background in Europe

3.2.1. Crusades - Marco Polo
3.2.2. European Trade Rivalries
3.2.3. Renaissance

3.3. Portuguese

3.4. Spanish

3.4.1. Columbus, Vespucci, and Magellan
3.4.2. Conquistadors

3.5. French

3.5.1. Cartier
3.5.2. Champlain
3.5.3. Marquette/Joliet
3.5.4. LaSalle

3.6. Dutch and Sweedes

3.7. English

3.7.1. Cabot
3.7.2. Drake
3.7.3. The Armada

3.8. Early Settlement in Florida

COUNTY PERFORMANCE OBJECTIVES:

3.1. The student will identify the time period, trace the routes and determine the reasons for Viking settlement in North America.

3.2. The student will demonstrate comprehension of the economic influences on exploration by:

1. evaluating the importance of the Crusades and Marco Polo's journey which increased European demand for trade with the East;
2. summarizing the European trade rivalries and Arab (Turkish) interference; and
3. explaining the Renaissance and assessing its role in European exploration.

3.3. The student will identify the Portuguese explorers and their contributions.

3.4. The student will demonstrate knowledge of Spanish activity in the discovery and exploration period by:

1. comparing the role of Columbus, Vespucci and Magellan; and
2. listing Spanish Conquistadors and analyzing their influence.

3.5. The student will demonstrate knowledge of French activity in the New World by:

1. explaining the role of Cartier;
2. assessing the accomplishments of Champlain;
3. tracing the travels of Marquette and Joliet; and
4. discussing the accomplishments of LaSalle.

3.6. The student will demonstrate knowledge of Dutch and Swedish exploration by identifying the areas claimed by each.

3.7. The student will demonstrate knowledge of early English Adventurism in the New World by:

1. analyzing the importance of Cabot's voyages;
2. evaluating Drake's contribution to the Age of Exploration; and
3. assessing the importance of the defeat of the Armada in leading to English colonization efforts.

3.8. The student will demonstrate knowledge of early Florida History by summarizing its exploration and settlement.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES:

Understand the importance of physical and cultural geography upon the development of the United States. (IO 2)

Identify important persons and events in Florida history. (IO 4)

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE

Explain the short and long range effects of specific changes as they relate to major state, national and world events. (B1027)

COMPREHENSIVE TEST OF BASIC SKILLS:

86. The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science and sociology.

TEXTBOOK REFERENCES:

American History, pages 11 - 36, 48 - 51

American History, Teacher's Edition, pages T13 - T16

COURSE TITLE: ADVANCED UNITED STATES HISTORY

UNIT 4.0: ENGLISH COLONIZATION

COUNTY COURSE OUTLINE:

4.1. Motivation

4.2. Earliest Colonies

4.2.1. Roanoke
4.2.2. Jamestown
4.2.3. Plymouth

4.3. Colonies

4.3.1. New England
4.3.2. Southern
4.3.3. Middle

4.4. Colonial Life

4.4.1. Women
4.4.2. Land
4.4.3. Slavery
4.4.4. Economy
4.4.5. Mercantilism/Triangular Trade
4.4.6. Daily Life
4.4.7. Government

COUNTY PERFORMANCE OBJECTIVES:

4.1. The student will compare Spanish and French motives to English motives for colonization.

4.2. The student will summarize important facts about the earliest English settlements:

1. Roanoke;
2. Jamestown; and
3. Plymouth.

4.3. The student will describe geographic and economic features of the English colonies and classify them as:

1. New England;
2. Southern; and
3. Middle.

4.4. The student will identify characteristics of English Colonial life by:

1. assessing the role of Colonial Women;
2. assessing the importance of land;
3. tracing the development of slavery;
4. comparing the economics of the South and North;
5. explaining the responsibilities of the Colonies under Mercantilism and drawing a triangular trade diagram;
6. comparing rural and town life; and
7. analyzing the development of Colonial government.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES:

Understand that there are multiple interpretations of any historical event. (IO 5)

Analyze how cause and effect relationships precipitate change in the development of the United States. (IO 7)

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

Define advertising as a means to inform people about a firm's products or services, or to persuade people to purchase a firm's goods or services rather than those produced by a competitor. (H45)

Recognize misleading and non-misleading advertising. (H46)

Define government regulations as rules of conduct for consumers and producers. (T 83)

STANDARDS OF EXCELLENCE:

Given a dilemma situation, identify possible consequences and propose reasons for each. (F1111)

Compare and contrast the concept of toleration of religion with the concept of freedom of religion. (G1135)

COMPREHENSIVE TEST OF BASIC SKILLS:

85. The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes.
86. The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.

TEXTBOOK REFERENCES:

American History, pages 36 - 48, pages 52 - 98

American History, Teacher's Edition, pages T16 - T23

COURSE TITLE: ADVANCED UNITED STATES HISTORY

UNIT 5.0: THE REVOLUTION

COUNTY COURSE OUTLINE:

5.1. The French and Indian War

- 5.1.1. Causes
- 5.1.2. Treaty of Paris (1763)
- 5.1.3. Florida under the English

5.2. British Control - Colonial Resistance

- 5.2.1. Navigation Acts
- 5.2.2. Proclamation of 1763
- 5.2.3. Sugar Act
- 5.2.4. Quartering Act
- 5.2.5. Stamp Act
- 5.2.6. Declaratory Act
- 5.2.7. Writs of Assistance
- 5.2.8. Townshend Acts
- 5.2.9. Boston Massacre
- 5.2.10. Boston Tea Party
- 5.2.11. Intolerable Acts

5.3. Revolution

- 5.3.1. Advantages of British/Americans
- 5.3.2. Lexington and Concord
- 5.3.3. Bunker Hill
- 5.3.4. Second Continental Congress
- 5.3.5. Declaration of Independence
- 5.3.6. Foreign Assistance
- 5.3.7. Trenton and Princeton
- 5.3.8. Saratoga
- 5.3.9. Valley Forge
- 5.3.10. Southern Campaign
- 5.3.11. Western Campaign
- 5.3.12. Yorktown
- 5.3.13. Treaty of Paris (1783)

5.4. Blacks in the Revolution

COUNTY PERFORMANCE OBJECTIVES:

5.1. The student will understand how the French and Indian War affected American Colonial life by:

1. summarizing the causes of the war;
2. analyzing the Treaty of Paris (1763); and
3. describing how Florida was affected by the war.

5.2. The student will understand how the colonies grew increasingly resistent to British control in North America by:

1. evaluting colonial feelings about the Navigation Acts;
2. assessing colonial defiance of the Proclamation of 1763;
3. determining the impact of the Sugar Act on the Colonies;
4. discussing the injustices of the Quartering Act;
5. describing the violence brought about by the Stamp Act;
6. explaining the purpose of the Declaratory Act;
7. explaining Writs of Assistance;
8. summarizing the provisions of the Townshend Acts;
9. discussing the Boston Massacre;
10. analyzing the effects of the Boston Tea Party; and
11. evaluating the Intolerable Acts.

5.3. The student will demonstrate a knowledge of the significant events of the American Revolution by:

1. assessing the advantages and disadvantages of each side;
2. discussing the importance of the battles at Lexington and Concord;
3. describing the battle at Bunker Hill;
4. evaluating the actions of the Second Continental Congress;
5. analyzing the Declaration of Independence;
6. evaluating the foreign assistance received by the Americans;
7. discussing the significance of Trenton and Princeton;
8. recognizing Saratoga as a turning point;
9. describing the hardships of Valley Forge;
10. describing military action in the South;
11. discussing military action in the West;
12. identifying the consequence with the battle of Yorktown;
13. listing the provisions of the Treaty of Paris of 1783.

5.4. The student will discuss the role of American blacks in the Revolution

DEPARTMENT_OF_EDUCATION_INTENDED_OUTCOMES:

Analyze the significance of the contributions of various ethnic and cultural groups to the development of the pluralistic society of the United States. (IO 6)

Analyze the impact of values and ideals reflected in United States documents and symbols on society past and present. (IO 8)

FREE ENTERPRISE AND CONSUMER EDUCATION

MINIMUM OBJECTIVES:

Define government regulations as rules of conduct for consumers and producers. (T 83)

Identify kinds of taxes individuals may be required to pay. (T 84)

STANDARDS OF EXCELLENCE:

Synthesize information and ideas from conflicting sources (A1015)

Explain the short and long range effects of specific changes as they relate to major state, national and world events. (B1027)

Analyze historical documents to infer at least two definitions of patriotism (e.g.. loyalty to country, loyalty to country's ideals). (G1138)

COMPREHENSIVE TEST OF BASIC SKILLS:

87. The student will demonstrate an understanding of historical persons, events or eras.

89. The student will demonstrate an understanding of individuals or groups in American or other societies.

TEXTBOOK REFERENCES:

American History, pages 98 - 155, 165 - 167

American History, Teacher's Edition, pages T25 - T31

COURSE TITLE: ADVANCED UNITED STATES HISTORY

UNIT 6.0: A PLAN OF GOVERNMENT

6.1. Articles of Confederation

- 6.1.1. Land Ordinances
- 6.1.2. Weaknesses
- 6.1.3. Shays' Rebellion

6.2. Constitutional Convention

- 6.2.1. The Meeting
- 6.2.2. Compromises

6.3. The Constitution

- 6.3.1. Federalism
- 6.3.2. Electoral College
- 6.3.3. Executive
- 6.3.4. Legislative
- 6.3.5. Judicial
- 6.3.6. Checks and Balances

6.4. Ratification and Bill of Rights

- 6.4.1. Adoption
- 6.4.2. Federalists and Anti-Federalists
- 6.4.3. The Amendments

COUNTY PERFORMANCE OBJECTIVES:

6.1. The student will demonstrate knowledge of the Articles of Confederation by:

1. assessing the significance of the Land Ordinances;

2. analyzing the weaknesses of the Articles of Confederation and

3. discussing the causes and effects of Shays' Rebellion.

6.2. The student will understand the significance of the Constitutional Convention by:

1. evaluating the reasons for calling a meeting to consider a plan for revising the Articles of Confederation; and

2. analyzing the major compromises reached while writing the Constitution.

6.3. The student will identify the Constitution as the foundation of a strong central government by:

1. explaining the concept of Federalism;
2. describing the features of the electoral process;
3. summarizing the qualifications and responsibilities of the Executive Branch;
4. summarizing the qualifications and responsibilities of the Legislative Branch;
5. analyzing the qualifications and responsibilities of the Judicial Branch;
6. explaining the system of Checks and Balances and how it functions.

6.4. The student will demonstrate knowledge of the ratification of the Constitution and the Bill of Rights by:

1. describing the process for adoption of the Constitution;
2. classifying the major differences between the Federalists and Anti-Federalists which led to two interpretations of the Constitution; and
3. explaining the amending process and reviewing the amendments with emphasis on the Bill of Rights

DEPARTMENT OF EDUCATION INTENDED OUTCOMES:

Compare the rights, liberties, and obligations of citizenship in various periods of U. S. History. (IO 11)

Analyze the political development of the United States. (IO 12)

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

Evaluate the function of both lobby and interest groups. (G 1131)

Analyze the role of the bureaucracy in relationship to the Presidency, the Congress and the Courts. (G 1139)

Infer, using the Florida Constitution, the powers granted to states by the Federal Constitution. (G 1141)

Identify and discuss the effectiveness of local, state or federal laws designed to protect people and the environment. (H 1162)

COMPREHENSIVE TEST OF BASIC SKILLS:

87. The student will demonstrate an understanding of historical persons, events, or eras.

88. The student will demonstrate an understanding of the structures or functions of government.

TEXTBOOK REFERENCES:

American History, pages 158 - 206, 212 - 214

American History, Teacher's Edition, pages T33 - T38

COURSE TITLE: ADVANCED UNITED STATES HISTORY

UNIT 7.0: EARLY NATIONAL PERIOD

COUNTY COURSE OUTLINE:

7.1. Washington's Administration

- 7.1.1. Cabinet
- 7.1.2. Judiciary Act of 1789
- 7.1.3. Hamilton's Financial Plan
- 7.1.4. Neutrality Proclamation
- 7.1.5. Frontier Problems
- 7.1.6. Whiskey Rebellion
- 7.1.7. Farewell Address
- 7.1.8. Political Parties

7.2. Adams' Administration

- 7.2.1. XYZ Affair
- 7.2.2. Alien and Sedition Acts
- 7.2.3. Kentucky and Virginia Resolutions

7.3. Jefferson's Administration

- 7.3.1. Political Change
- 7.3.2. Marbury v. Madison
- 7.3.3. Louisiana Purchase
- 7.3.4. The Navy
- 7.3.5. Embargo Act

7.4. Madison's Administration

- 7.4.1. Reasons for War of 1812
- 7.4.2. Areas of Action
- 7.4.3. "The Star-Spangled Banner"
- 7.4.4. Hartford Convention

7.5. Monroe's Administration

- 7.5.1. Acquisition of Florida
- 7.5.2. Era of Good Feelings
- 7.5.3. Monroe Doctrine

7.6. United States Begins to Industrialize

7.7. New Transportation Systems

COUNTY PERFORMANCE OBJECTIVES:

7.1. The student will demonstrate knowledge of Washington's administration by:

1. explaining the origin of the Cabinet system;
2. discussing the importance of the Judiciary Act of 1789;
3. evaluating Hamilton's financial plan;
4. evaluating the Neutrality Proclamation and its goal;
5. identifying the frontier problem and solution regarding the Indians and the Spanish;
6. analyzing the significance of the Whiskey Rebellion;
7. summarizing the intent of Washington's Farewell address; and
8. comparing the characteristics of the first political parties.

7.2. The student will demonstrate knowledge of Adams' Administration by:

1. describing the XYZ Affair;
2. explaining the Alien and Sedition Acts; and
3. evaluating the Kentucky and Virginia resolutions as a Republican protest.

7.3. The student will demonstrate knowledge of Jefferson's Administration by:

1. analyzing the peaceful transfer of power that comes with the election of 1800;
2. tracing the early development of the Supreme Court through the Marbury v. Madison case;
3. evaluating the effects of the acquisition and location of the Louisiana Purchase;
4. describing Jefferson's use of the Navy; and
5. explaining the purpose and results of the Embargo Act.

7.4. The student will demonstrate knowledge of Madison's Administration by:

1. explaining the reasons for the War of 1812;
2. locating and describing the major conflicts in the War of 1812;
3. summarizing how "The Star-Spangled Banner" was written; and
4. identifying the idea of secession proposed by the Hartford Convention.

7.5. The student will demonstrate knowledge of Monroe's administration by:

1. summarizing the reasons for the United States takeover and eventual acquisition of the areas of Florida;
2. describing the "Era of Good Feelings"; and
3. explaining the Monroe Doctrine.

7.6. The student will trace the development of early industrialization in the United States.

7.7. The student will list/locate examples of transportation developments by the mid-19th century.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES:

Analyze the relationships between past and present. (IO 1)

Assess the impact that major individuals, events, and periods have had in Florida history. (IO 4)

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

Compare saving with a financial institution to saving at home. (N 64)

STANDARDS OF EXCELLENCE:

Explain the significance of specific changes from the perspectives of various ethnic groups, social classes and cultures. (B 1030)

TEXTBOOK REFERENCES:

American History, pages 209 - 312

American History, Teacher's Edition, pages T38 - T57

COURSE TITLE: ADVANCED UNITED STATES HISTORY

UNIT 8.0: JACKSONIAN DEMOCRACY

COUNTY COURSE OUTLINE:

8.1. Sectionalism Begins

8.2. Expansion of Democracy

- 8.2.1. Suffrage Widens
- 8.2.2. Nominating Conventions Begin
- 8.2.3. Voting Changes

8.3. Jackson's Administration

- 8.3.1. Tariff Issue
- 8.3.2. Bank Issue

8.4. Reform Movement

- 8.4.1. Abolitionist Movement
- 8.4.2. Women's Rights
- 8.4.3. Ideal Community
- 8.4.4. Handicapped
- 8.4.5. Temperance Movement

8.5. American Culture

COUNTY PERFORMANCE OBJECTIVES:

8.1. The student will define sectionalism and determine issues dividing the nation during Jackson's era.

8.2. The student will demonstrate an understanding of the expansion of democracy by:

1. recognizing the restrictions to suffrage and comparing these to the earlier National Period;
2. defining nominating convention and analyzing the role of the common man; and
3. analyzing the changes in the electoral system and recognizing that these changes led to a more democratic nation.

8.3. The student will identify major issues of Jackson's administration by:

1. comparing the differences between the North and South on the issue of the tariff and summarizing the Nullification Crisis; and
2. evaluating Jackson's quarrel with the Bank and assessing its outcome.

8.4. The student will trace the development of reforms in the Jacksonian Era by:

1. summarizing the goals of the Anti-Slavery Movement;
2. identifying the leaders of the women's rights movement;
3. identifying and describing ideal communities;
4. identifying Dorothea Dix as an early reformer for prisons, hospitals and the handicapped; and
5. assessing the Temperance Movement.

8.5. The student will describe the themes used by American writers during the Jacksonian Period.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES:

Understand that there are multiple interpretations of any historical event. (IO 5)

Compare the rights, liberties, and obligations of citizenship in various periods of U. S. History. (IO 11)

Utilize the appropriate vocabulary, geographical, reference/study, critical thinking, and decision making skills. (IO 13)

Obtain appropriate information from diagrams, tables or schedules (Minimum Student Performance Standard: Reading F-26)

Obtain appropriate information from indexes, tables of contents, or dictionary entries (Minimum Student Performance Standard: Reading F27)

Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Writing B-16)

Apply the five steps of the decision making process:

1. Define the problem
2. List alternatives
3. State criteria
4. Evaluate alternatives
5. Make a decision

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

Given a delemma situation, identify possible consequences and propose reasons for each. (F 1111)

Explain how the political party system, including third parties, functions in the United States and in Florida. (G 1130)

COMPREHENSIVE TEST OF BASIC SKILLS:

87. The student will demonstrate an understanding of historical persons, events and eras.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science and sociology.

TEXTBOOK REFERENCES:

American History, pages 318 - 343, 376 - 414

American History, Teacher's Edition, pages T58 - T64, and T74 - T78

COURSE TITLE: ADVANCED UNITED STATES HISTORY

UNIT 9.0: WESTWARD EXPANSION

COUNTY COURSE OUTLINE:

9.1. Moving Frontier

9.2. Texas Independence

- 9.2.1. Moses and Stephen Austin
- 9.2.2. Alamo and San Jacinto
- 9.2.3. Republic and Statehood

9.3. Manifest Destiny

9.4. Oregon

- 9.4.1. Whitmans
- 9.4.2. The Oregon Trail
- 9.4.3. Treaty with Great Britain

9.5. Mexican Cession

- 9.5.1. Reasons for the War with Mexico
- 9.5.2. Outcome of Mexican War

9.6. California

- 9.6.1. Discovery of gold
- 9.6.2. Changes in California

COUNTY PERFORMANCE OBJECTIVES:

9.1. The student will determine reasons why Americans moved West.

9.2. The student will demonstrate an understanding of the settlement of Texas by:

1. identifying the first Americans to settle in Texas;
2. tracing how Texans won their independence in the battles of the Alamo and San Jacinto; and
3. summarizing the problems faced by the Republic of Texas.

9.3. The student will define Manifest Destiny as it applies to American history and locate territorial additions.

9.4. The student will demonstrate an understanding of the settlement of the Oregon country by:

1. identifying the first Americans to settle in Oregon including the Whitmans;
2. describing life on the Oregon Trail; and
3. evaluating the agreement reached between the United States and Great Britain to divide the Oregon Country.

9.5. The student will demonstrate an understanding of the annexation of the Mexican Cession by:

1. listing and explaining the reasons why the United States went to war with Mexico; and
2. describing the outcome of the Mexican War.

9.6. The student will demonstrate a knowledge of California by:

1. determining the effects of the discovery of gold; and
2. listing the changes which occured as a result.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES:

Analyze the importance of physical and cultural geography upon the development of the United States. (IO 2)

Analyze how cause and effect relationships precipitate change in the development of the United States. (IO 7)

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

Identify bias and how it affects explanation of data. (A 1016)

Given a dilemma situation, identify possible consequences and propose reasons for each. (F 1111)

COMPREHENSIVE TEST OF BASIC SKILLS:

85. The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

TEXTBOOK_REFERENCES:

American_History, pages 346 - 368

American_History, Teacher's Edition, pages T65 - T69

COURSE TITLE: ADVANCED UNITED STATES HISTORY

UNIT 10.0: CAUSES OF THE CIVIL WAR

COUNTY COURSE OUTLINE:

10.1. Sectional Differences

10.2. Conflicts and Compromises

- 10.2.1. Missouri Compromise
- 10.2.2. Compromise of 1850
- 10.2.3. Slavery
- 10.2.4. Uncle_Tom's_Cabin
- 10.2.5. Kansas-Nebraska Act
- 10.2.6. Formation of the Republican Party
- 10.2.7. Dred Scott
- 10.2.8. Harpers Ferry
- 10.2.9. Election of 1860

COUNTY PERFORMANCE OBJECTIVES:

10.1. The student will compare economic, social, and political differences between the North and the South.

10.2. The student will demonstrate comprehension of the events leading to the Civil War by:

1. summarizing the issue involved in the Missouri Compromise and its provisions;
2. listing the provisions of the Compromise of 1850 and the arguments that were temporarily solved;
3. assessing the effects of slavery;
4. analyzing the impact of Harriet Beecher Stowe's book Uncle_Tom's_Cabin on the North and the South;
5. identifying that the Kansas-Nebraska Act repealed the Missouri Compromise and the effects;
6. discussing the Republican Party's platform and the implication of the Party's formation to the South;
7. analyzing the Supreme Court ruling in the Dred Scott decision;
8. identifying the characters involved in the Harpers Ferry Raid and the impact on the growing sectional conflict; and
9. analyzing the election of Lincoln and the South's decision to secede.

DEPARTMENT_OF_EDUCATION_INTENDED_OUTCOMES:

Analyze the impact of values and ideals reflected in United States historical documents and symbols on society past and present. (IO 8)

Utilize the appropriate vocabulary, geographical, reference/study, critical thinking, and decision making skills. (IO 13)

Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26)

Obtain appropriate information from indexes, tables of contents, or dictionary entries (Minimum Student Performance Standard: Reading F-27)

Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories and newspapers (Minimum Student Performance Standard: F-29)

Arrange events in sequential order (Minimum Student Performance Standard: Writing B-16)

Apply the five steps of the decision making process:

1. Define the problem
2. List alternatives
3. State criteria
4. Evaluate alternatives
5. Make a decision IO 13

FREE_ENTERPRISE_AND_CONSUMER_EDUCATION MINIMUM_OBJECTIVES:

None

STANDARDS_OF_EXCELLENCE:

Identify bias and how it affects explanation of data. (A 1016)

Analyze the role of the bureaucracy in relationship to the Presidency, the Congress and the Courts. (G 1139)

COMPREHENSIVE_TEST_OF_BASIC_SKILLS:

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science and sociology.

TEXTBOOK_REFERENCES:

American_History, pages 368 - 373 and 420 - 447

American_History, Teacher's Edition, pages T66 - T74 and T78 - T83

COURSE TITLE: ADVANCED UNITED STATES HISTORY

UNIT 11.0: THE CIVIL WAR

COUNTY COURSE OUTLINE:

11.1. Secession and Formation of the C.S.A.

11.2. Comparison of Resources and Strategies

11.3. Battles

- 11.3.1. Fort Sumter
- 11.3.2. Bull Run
- 11.3.3. "Monitor" and "Virginia" ("Merrimac")
- 11.3.4. Antietam/Emancipation Proclamation
- 11.3.5. Gettysburg
- 11.3.6. Grant in the West
- 11.3.7. March to the Sea

11.4. Florida in the War

11.5. Appomattox

COUNTY PERFORMANCE OBJECTIVES:

11.1. The student will define secession and analyze why the C.S.A. was formed.

11.2. The student will compare the resources of the North and the South and the strategy of each at the outbreak of War.

11.3. The student will demonstrate knowledge of Civil War battles by:

1. identifying where and when the first shots of the war were fired;
2. describing the First Battle of Bull Run;
3. analyzing the significance of the "Monitor" and the "Merrimac" in naval warfare;
4. analyzing the effects of the Emancipation Proclamation which was issued as a result of the Battle of Antietam;
5. summarizing why the Battle of Gettysburg was a turning point of the war; and
6. summarizing the major contributions of Grant in the Western Theater of War;
7. assessing the significance of Sherman's March to the Sea.

11.4. The student will discuss the two major battles of the Civil War in Florida and Florida's contributions during the Civil War.

11.5. The student will summarize the events and results of Appomattox.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES:

Analyze relationships between past and present. (IO 1)

Assess the impact that major individuals, events, and periods have had in Florida history. (IO 4)

Utilize the approrpiate vocabulary, geographical, reference/study, critical thinking, and decision making skills. (IO 13)

Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26)

Obtain appropriate information from indexes, tables of contents, or dictionary entries (Minimum Student Performance Standard: Reading F-27

Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories and newspapers (Minimum Student Performance Standard: F-29)

Arrange events in sequential order (Minimum Student Performance Standard: Writing B-16)

Apply the five steps of the decision making process:

1. Define the problem
2. List alternatives
3. State criteria
4. Evaluate alternatives
5. Make a decision

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

Select and defend a position or course of action consistent with established criteria. (A 1017)

Develop a set of criteria for judging proposed courses of action in terms of actual and projected consequences. (A 1018)

COMPREHENSIVE TEST OF BASIC SKILLS:

86. The student will demonstrate an understanding of economic concepts, employment, technology or commerce.

87. The student will demonstrate an understanding of historical persons, events or eras.

TEXTBOOK REFERENCES:

American History, pages 450 - 488

American History, Teacher's Edition, pages T83 - T92

COURSE TITLE: ADVANCED UNITED STATES HISTORY

UNIT 12.0: RECONSTRUCTION

12.1. Lincoln's Plan

12.2. Lincoln's Assassination

12.3. Johnson's Plan

12.4. Radical Republicans

    12.4.1. Freedmen's Plight
    12.4.2. Radical Reconstruction
    12.4.3. Impeachment
    12.4.4. Amendments

12.5. Life under Reconstruction

12.6. End of Reconstruction

    12.6.1. The Election of 1876
    12.6.2. Social and Political Changes in the South

COUNTY PERFORMANCE OBJECTIVES:

12.1. The student will summarize Lincoln's Ten Percent Plan.

12.2. The student will summarize the events surrounding Lincoln's assassination.

12.3. The student will describe President Johnson's Reconstruction Plan and its impact on Congress.

12.4. The student will explain the rise of the Radical Republicans by:

1. describing the life of the Freedman right after the War;
2. summarizing the Radical's Reconstruction Plan;
3. discussing the impeachment of Andrew Johnson; and
4. explaining the provisions and impact of the three Amendments passed during Reconstruction;

12.5. The student will summarize life in the South during Reconstruction.

12.6. The student will explain how the Reconstruction Era ended and its aftermath by:

1. analyzing the disputed election of 1876 and its solution; and
2. tracing the rebirth of white supremacy in the South and the passage of "Jim Crow" laws.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES:

Analyze how cause and effect relationships precipitate change in the development of the United States. (IO 7)

Analyze the impact of values and ideals reflected in United States documents and symbols on society past and present. (IO 8)

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARD OF EXCELLENCE:

Define the concept of due process and give examples of its use in the United States. (G 1133)

Give examples, both positive and negative, of due process. (G 1134)

COMPREHENSIVE TEST OF BASIC SKILLS:

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science and sociology.

TEXTBOOK REFERENCES:

American History, pages 491 - 516

American History, Teacher's Edition, pages T87 - T92

COURSE TITLE: ADVANCED UNITED STATES HISTORY

UNIT 13.0: INDUSTRIALIZATION

COUNTY COURSE OUTLINE:

13.1. Growth of industry up to 1860

13.2. Industrial growth from 1860

- 13.2.1. Railroads
- 13.2.2. Industrialists and Inventors

13.3. Results of Industrialization

13.4. Labor Discontent

- 13.4.1. Working Conditions
- 13.4.2. Knights of Labor/American Federation of Labor

13.5. Florida's Industrial Leaders

COUNTY PERFORMANCE OBJECTIVES:

13.1. The student will identify key figures in America's early industrialization.

13.2. The student will demonstrate a knowledge of the elements which made the United States a major industrial power by:

1. discussing the development of the railroads; and
2. listing the major industrial leaders and inventors in America and evaluating their impact.

13.3. The student will assess the benefits and problems of living in an industrial society.

13.4. The student will evaluate problems of labor by:

1. describing early working conditions; and
2. identifying early labor unions and evaluating their success.

13.5. The student will identify the industrialists who had a major impact on Florida's growth.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES:

Analyze the relationships between the physical and cultural aspects of geography on the development of the United States. (IO 2)

Assess the impact that major individuals, events, and periods have had on United States History. (IO 3)

Evaluate how scientific and technological changes have influenced the historical development of the United States. (IO 9)

Analyze basic concepts of the free enterprise system as practiced in the United States. (IO 10)

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

Define consumption as the use of goods and services. (K-50)

Define impulse buying. (K-53)

Define planned buying. (K54)

STANDARDS OF EXCELLENCE

Describe a potential business and explain how natural resources, labor, capital goods and entrepeneurial skills would be involved in its operation. (D 1064)

Identify the risks associated in alternative types of consumer personal investment. (D 1072)

COMPREHENSIVE TEST OF BASIC SKILLS:

86. The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.

87. The student will demonstrate an understanding of historical persons, events, or eras.

TEXTBOOK REFERENCES:

American History, pages 551 - 568, 599 - 600

American History, Teacher's Edition, pages T97 - T101

COURSE TITLE: ADVANCED UNITED STATES HISTORY

UNIT 14.0: DISAPPEARING FRONTIER

COUNTY COURSE OUTLINE:

14.1. Indian Problems

14.2. Cattle Kingdom

14.3. Pioneer Farmers

14.4. Frontier Disappears

COUNTY PERFORMANCE OBJECTIVES:

14.1. The student will trace the conflict between Native Americans and pioneer settlers.

14.2. The student will define Cattle Kingdom and explain its influence on the history of the United States.

14.3. The student will analyze the problems faced by the pioneer farmer.

14.4. The student will describe how the western frontier eventually disappeared.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES:

Analyze basic concepts of the free enterprise system as practiced in the United States. (IO 10)

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE

Synthesize information and ideas from conflicting sources. (A 1015)

COMPREHENSIVE TEST OF BASIC SKILLS:

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

TEXTBOOK REFERENCES:

American History, pages 522 - 548

American History, Teachers Edition, pages T93 - T97

COURSE TITLE: ADVANCED UNITED STATES HISTORY

UNIT 15.0: URBAN AMERICA

COUNTY COURSE OUTLINE:

15.1. Immigration

15.2. Cities

15.3. Problems/Adjustments of Urbanization

COUNTY PERFORMANCE OBJECTIVES:

15.1. The student will identify major ethnic groups who immigrated to the United States during the Old Immigration and the New Immigration periods.

15.2. The student will determine the reasons for the growth of cities and evaluate the impact of city life on American society.

15.3. The student will list major domestic problems resulting from urbanization.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Understand that there are multiple interpretations of any historical event. (IO5)

Analyze the significance of the contributions of various ethnic and cultural groups to the development of the pluralistic society of the United States. (IO 6)

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

Develop a set of criteria for judging proposed courses of action in terms of actual and projected consequences. (A 1018)

COMPREHENSIVE TEST OF BASIC SKILLS:

87. The student will demonstrate an understanding of historical persons, events, or eras.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

TEXTBOOK REFERENCES:

American History, pages 568 - 575

American History, Teacher's Edition, pages T99 - T102

COURSE TITLE: ADVANCED UNITED STATES HISTORY

UNIT 16.0 POPULISTS AND PROGRESSIVES

COUNTY_COURSE_OUTLINE:

16.1. Farm Discontent and the National Grange

16.2. Populist Movement

- 16.2.1. Demands for Reform
- 16.2.2. Influences

16.3. Progressives

- 16.3.1. Muckrakers
- 16.3.2. Reformers in the Courts
- 16.3.3. Roosevelt and the Trusts
- 16.3.4. Wilson and Reform
- 16.3.5. W.E.B. DuBois and the N.A.A.C.P.

COUNTY_PERFORMANCE_OBJECTIVES:

16.1. The student will demonstrate comprehension of farm discontent by evaluating the purpose of the Grange Laws passed in many states.

16.2. The student will demonstrate knowledge of the Populist Movement by:

1. showing how the Populist doctrine helped lead to eventual political and social reform; and
2. analyzing the Populist's influence on government and policies.

16.3. The student will demonstrate knowledge of the Progressive Movement by:

1. evaluating the influence of the Muckrakers on the Progressive Movement;
2. summarizing reforms of Presidents Roosevelt, Taft, and Harding;
3. analyzing Teddy Roosevelt's activities regarding trusts;
4. citing examples of reform under President Wilson; and
5. explaining the contribution of W.E.B. Dubois and the N.A.A.C.P.

DEPARTMENT_OF_EDUCATION_INTENDED_OUTCOMES:

Analyze how cause and effect relationships precipitate change in the development of the United States. (IO 7)

FREE_ENTERPRISE_AND_CONSUMER_EDUCATION
MINIMUM_OBJECTIVES:

None

STANDARDS_OF_EXCELLENCE:

Given a dilemma situation, identify possible consequences and propose reasons for each. (F 1111)

COMPREHENSIVE_TEST_OF_BASIC_SKILLS:

87. The student will demonstrate an understanding of historical persons, events, or eras.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

TEXTBOOK_REFERENCES:

American_History, pages 592 - 596 and 644 - 670

American_History, Teacher's Edition, pages T102 - T107 and T112 - T118

COURSE TITLE: ADVANCED UNITED STATES HISTORY

UNIT 17.0: RISE TO WORLD POWER

COUNTY COURSE OUTLINE:

17.1. America in the Pacific

17.2. United States and Latin America

17.3. Spanish American War

- 17.3.1. "USS Maine"
- 17.3.2. Manila Bay
- 17.3.3. San Juan Hill
- 17.3.4. Treaty of Paris (1898)
- 17.3.5. United States Gains Commonwealth
- 17.3.6. Florida's Role in the War

17.4. Panama Canal

17.5. World War I

- 17.5.1. Causes
- 17.5.2. United States Involvement in Europe
- 17.5.3. Treaty of Versailles
- 17.5.4. League of Nations

COUNTY PERFORMANCE OBJECTIVES:

17.1. The student will summarize the background of America's involvement and interest in the Pacific.

17.2. The student will discuss the background of United States involvement in Latin America.

17.3. The student will demonstrate a knowledge of the events and significance of the Spanish American War by:

1. explaining the importance of the "USS Maine";
2. describing the Battle of Manila Bay;
3. describing the Battle of San Juan Hill;
4. summarizing the provisions of the Treaty of Paris (1898);
5. discussing the territorial possessions of the United States in 1898; and
6. discussing Florida's role in the invasion of Cuba in 1898.

17.4. The student will trace the events surrounding the building of the Panama Canal and its significance.

17.5. The student will demonstrate a knowledge of United States involvement in World War I by:

1. summarizing the causes of the war;
2. explaining how the United States was involved with Allied nations;
3. listing the personalities involved in and evaluating the provisions of the Treaty of Versailles; and
4. analyzing why the United States refused to join the League of Nations.

DEPARTMENT_OF_ECUCATION_INTENDED_OUTCOMES:

Assess the impact that major individuals, events, and periods have had on United States History. (IO 3)

Analyze how causes and effects relationships precipitate change in the development of the United States. (IO 7)

FREE_ENTERPRISE_AND_CONSUMER_EDUCATION
MINIMUM_OBJECTIVES:

None

STANDARDS_OF_EXCELLENCE:

Identify bias and how it affects explanation of data. (A 1016)

COMPREHENSIVE_TEST_OF_BASIC_SKILLS:

85. The student will demonstrate an understanding of the physical environment or the ability to interpret maps and globes.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

TEXTBOOK_REFERENCES:

American_History, pages 612 - 641 and 676 - 709

American_History, Teacher's Edition, pages T107 - T12 and T118 - T122

COURSE TITLE: ADVANCED UNITED STATES HISTORY

UNIT 18.0: BETWEEN THE WORLD WARS

COUNTY COURSE OUTLINE:

18.1. The Twenties

    18.1.1. Foreign Policy
    18.1.2. Social Changes
    18.1.3. Prohibition
    18.1.4. New Technology
    18.1.5. Harding and Coolidge

18.2. The Depression Era

    18.2.1. Causes
    18.2.2. Hoover's Attempts
    18.2.3. Roosevelt's New Deal

COUNTY PERFORMANCE OBJECTIVES

18.1. The student will demonstrate knowledge of the 1920's by:

1. analyzing the Post-World War I Foreign Policy of the United States;
2. evaluating social movements during the Twenties.
3. evaluating the effects of Prohibition;
4. listing examples of new technology of the period; and
5. describing events or policies of the Harding-Coolidge period;

18.2. The student will demonstrate knowledge of the Depression Era by:

1. analyzing underlying causes of the Great Depression;
2. assessing President Hoover's efforts to combat the growing depression; and
3. summarizing New Deal programs begun by F.D. Roosevelt.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES:

Assess the impact that major individuals, events, and periods have had on United States history. (IO 3)

Analyze basic concepts of the free enterprise system as practiced in the United States. (IO 10)

Analyze the political development of the United States. (IO 12)

FREE ENTERPRISE AND CONSUMER EDUCATION
MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

Propose alternatives, based on economic principles, for resolving some current issues. (D 1065)

Explain the difference between elastic and inelastic demand and state an example of each. (D 1069)

Describe the mechanism in a market economy that generates equilibrium prices. (D 1071)

COMPREHENSIVE TEST OF BASIC SKILLS:

86. The student will demonstrate an understanding of economic concepts, employment, technology, or commerce.

89. The student will demonstrate an understanding of the actions of individuals or groups in American or other societies.

TEXTBOOK REFERENCES:

American History, 709 - 768, and 667

American History, Teacher's Edition, pages T123 - T131

COURSE TITLE: ADVANCED UNITED STATES HISTORY

UNIT 19.0: WORLD WAR II

COUNTY COURSE OUTLINE:

19.1. Rise of European Dictators

19.2. United States attempts to remain neutral

19.3. Pearl Harbor

19.4. Relocation Camps in the United States

19.5. War in Europe

19.6. Holocaust

19.7. War in the Pacific

19.8. Truman and the Atomic Bomb

COUNTY PERFORMANCE OBJECTIVES:

19.1. The student will identify the three major European dictators and assess life under each.

19.2. The student will discuss the United States' attempt to remain neutral at the outbreak of World War II.

19.3. The student will trace the events surrounding the Japanese bombing of Pearl Harbor.

19.4. The student will discuss the reasons for Japanese-American Relocation camps and resulting problems.

19.5. The student will summarize major events in the European Theater.

19.6. The student will describe the Holocaust.

19.7. The student will identify major events in the Pacific Theater.

19.8. The student will discuss and evaluate the reasons for Truman's decision to use the Atomic bomb and its aftermath.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES:

Analyze how cause and effect relationships precipitate change in the development of the United States. (IO 7)

Utilize the appropriate vocabulary, geographical, reference/study, critical thinking, and decision making skills. (IO 13)

Obtain appropriate information from diagrams, tables, or schedules (Minimum Student Performance Standard: Reading F-26)

Obtain appropriate information from indexes, tables of contents, or dictionary entries (Minimum Student Performance Standard: Reading F-27)

Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers (Minimum Student Performance Standard: Reading F-29)

Arrange events in sequential order (Minimum Student Performance Standard: Writing B-16)

Apply the five steps of the decision making process:

1. Define the problem
2. List alternatives
3. State criteria
4. Evaluate alternatives
5. Make a decision

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM OBJECTIVES:

None

STANDARDS OF EXCELLENCE:

Evaluate the effects of social and economic actions on science and technology. (H 1172)

Analyze the significance of specialization to science and technology. (H 1174)

Analyze the impact of technology on science and society. (H 1175)

COMPREHENSIVE TEST OF BASIC SKILLS:

87. The student will demonstrate an understanding of historical persons, events or eras.

90. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

TEXTBOOK REFERENCES:

American History, pages 774 - 802

American History, Teacher's Edition, pages T132 - T137

COURSE TITLE: ADVANCED UNITED STATES HISTORY

UNIT 20.0. POST WORLD WAR II PERIOD

COUNTY COURSE OUTLINE:

20.1. The United Nations

20.2. The Cold War

20.2.1. Europe
20.2.2. Asia
20.2.3. Other Hot spots
20.2.4. Florida's Role in the Cuban Missile Crisis

20.3. Domestic Issues

20.3.1. Minorities
20.3.2. Anti-War Movement/Civil Disobedience
20.3.3. Women's Rights
20.3.4. Nuclear Question

20.4. Nixon to the Present

COUNTY PERFORMANCE OBJECTIVES:

20.1. The student will explain the establishment and purpose of the United Nations.

20.2. The student will show an understanding of the Cold War by:

1. explaining post-war events in Europe;
2. explaining events in Asia;
3. identifying areas of conflict between East and West; and
4. describing events in Florida during the Cuban Missile Crisis.

20.3. The student will identify the major personalities and events associated with Domestic Issues by:

1. describing the plight of minorities;
2. analyzing the civil disobedience associated with the Vietnam War;
3. discussing the Women's Movement; and
4. assessing the problems associated with nuclear power and weapons.

20.4. The student will list the major events which have occurred since the election of Richard Nixon.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES:

Evaluate how scientific and technological changes have influenced the historical development of the United States. (IO 9)

Analyze basic concepts of the free enterprise system as practiced in the United States. (IO 10)

FREE ENTERPRISE AND CONSUMER EDUCATION MINIMUM STANDARDS:

None

STANDARDS OF EXCELLENCE:

Distinguish between and give examples of inequality and inequity. (G 1136)

COMPREHENSIVE TEST OF BASIC SKILLS:

87. The student will demonstrate an understanding of historical persons, events, or eras.

89. The student will demonstrate an understanding of the interrelationships among geography, economics, history, political science, and sociology.

TEXTBOOK REFERENCES:

American History, pages 805 - 909

American History, Teacher's Edition, pages T137 - T154